59th ANNUAL PROCEEDINGS

THE COLLEGE PHYSICAL EDUCATION ASSOCIATION

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PRESIDENT'S ADDRESS

1955

NEXT STEPS IN COLLEGE PHYSICAL EDUCATION*

S. C. Staley

UNIVERSITY OF ILLINOIS

As announced, my topic is, Next Steps in College Physical Education. An alternative title might be, "In the years immediately ahead what should be done to improve the effectiveness of the college program called physical education?"

Attention is called to the fact that the paper is pointed at the program called physical education and not at the associated programs of recreation and health education. Also, that it is pointed at the college program and not at programs carried on at other educational institution levels, (e.g., the high school) and, likewise, not at programs carried on in other non-educational types of institutions (e.g., the Y.M.C.A.). Then, too, because of time limitations it is impossible to treat the topic fully. It is planned, therefore, to further limit the paper to a presentation of four basic proposals.

I. Change the title of the program to Sports, or optionally, Sports and Exercise. Note that the word Education has not been included. It is not the practice to add this suffix to most other curricular programs, (mathematics, agronomy, journalism, civil engineering) so I see no need for adding it here. Education is implied. I have made and discussed this proposal earlier so I will not undertake to treat it fully here. The proposal is so basic to my overall thesis, however, that it seems desirable to present some of the main supporting arguments.

(1) There is no such thing as a finite "physical" education. The title physical education came into being under the assumption that human life was comprised of three relatively separate and independent entities or types of activity – physical, mental, and spiritual. The program called

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*College Physical Education Association President's Address, delivered at 59th Annual Convention, Daytona Beach, Florida, December 28, 1955.

physical education was to develop the assumed physical entity. As it happens, however, this interpretation of life is no longer acceptable. The organism is now conceived as a unit. For purposes of convenience one might subdivide life into physical aspects, mental aspects, social aspects, and the like — but only for convenience. In reality, all activities involve or relate to all of the indicated aspects. This means that each activity which is or might be included in a program called physical education, automatically entails physical, mental, social, and other aspects. It only follows, thus, that under this interpretation there cannot be any such thing as a distinct physical education.

(2) The current title is an eternal source of confusion and, with all, a handicap to the program. This stems from the anomaly described above. The expression physical education has no sensible meaning and consequently requires interpretation. The net result is that the subject has been and is given many varied definitions — some quite illogical. Examples of the latter are, ''Physical education is a way of life'', ''Physical education is a method of education''. Both of these definitions are utterly indefensible. The confusion which exists here is compounded in the area of objectives. Some of the statements made in this connection can only be classed as unrealistic, if not fantastic. And confusion is further compounded in the area of program content. Throughout the program's history there has been a more or less continuous debate as to what activities should or should not be included. The difficulty which exists here becomes clear when one tries to formulate a logical reason for including (or excluding) such activities as shoveling snow, beating a bass drum, or gardening in the curriculum. This lack of a solid base — agreement as to definition, objectives, and program content — has been and is a major handicap in the development of the program.

(3) An examination of the program carried on under the heading physical education shows that, nationwide, it includes three types of activities — sports, dance, and exercise. The typical college service program for men, comprized as it is of such activities as badminton, basketball, casting, fencing, golf, handball, soccer, softball, swimming, tennis, track and field, tumbling, volleyball, weight lifting, wrestling, developmental exercise, therapeutic exercise and in some instances ball room dance, and square dance confirms the point. Further examination, however, shows that of the three types, the most common by far is sports, the second most common is exercise, and the least common is dance. Also, it is to be noted that there is a very real question as to whether or not dance belongs in this program, but is included only for reasons of convenience. In any event, to simplify matters this field of activity will be eliminated from further consideration in the present discussion.

(4) The public expects specialists in this field to be authorities on sports and exercise. This is demonstrated by the types of questions

commonly directed at personnel working in this field. Examples are: What is the purpose of the infield fly rule in baseball? Where and when did basketball start? What is the running high jump record? What are the dimensions of a badminton court? Who was the founder of the modern Olympic Games? What are some good exercises for reducing an abdominal bulge? What should I (a fifty year old lawyer) do about exercise?

(5) The organization of Departments of Physical Education, as a result of adopting this title, has contributed to the creation of an organizational complex which in turn has contributed to handicapping the College's entire program in this area. Let me explain. Organically, most colleges include, in one form or another, a Department of Physical Education, a Department of Intercollegiate Athletics, and a Department of Intramural Sports. There are several aspects of this organizational pattern which might be reviewed in the present context but I shall confine myself to only three. (a) All deal with the same type of activity — sport. (b) Operated independently, as they are in some institutions, or operated under prejudiced headship, as they are in some others, has lead to weakness, confusion, and conflict, and, of course, a loss of total effectiveness. (c) As a humorous sidelight, it may be noted that in this set up a given activity (basketball) is successively a physical education activity, an athletic activity, and a sport.

Some thirty-five years ago Clark W. Hetherington, considered by many as one of the best scholars, if not the best, ever associated with this field, not only recognized the inappropriateness of the current title but stated that the appropriate title was sports. But he also added that for obvious reasons this title could not be adopted. He did not offer any explanation for the last statement and as it happens I never got around to asking him. Nonetheless, I think I know. The word, at that time, had an unsavory meaning. To the mass of people it was associated with the race track, the pool hall, the boxing arena, and similar places, which by common agreement were centers of iniquity. So, at the time, Hetherington was right.

It happens, however, that times have changed. Today the word sport has respectable connotations. This being true it only follows that we are now free to make the change. My own reflections on the subject all lead to the conclusion that adoption of the proposed title would contribute immeasurably to opening a new and brighter era in this field of endeavor.

One of the questions which arises in connection with this proposal, is, Are the subjects of sports and exercise significant enough to warrant colleges conducting programs in the same? Or, to put the matter differently, Do the subjects of sports and exercise afford academic content adequate to the requirements of an institution of higher learning? My answer to both questions is, Yes; they are and they do.

The following estimates (relating to the United States and/or the American people) support this position:

SPORT

(1) From three to four per cent of all books published deal with the subject of sport or related matters.

(2) From eight to fourteen per cent of newspaper space is devoted to sport.

(3) From seven to twelve per cent of radio time is devoted to sport.

(4) Most popular magazines include one or more sport articles or sport stories in every issue.

(5) Of the several kinds of news which excites both avid and widespread public interest — wars, holocausts, national elections, tragic human incidents, etc. — one of the surest and most constant is sports. The keen, nationwide interest shown in certain annual affairs, such as the Rose Bowl Football Game, the Kentucky Derby Horse Race, the Indianapolis Speedway 500 Mile Automobile Race, and the World Series Baseball championship, certain irregular affairs, such as the World's Heavyweight Boxing Championship and the Olympic Games, and certain special achievements, such as the first ascent of Mount Everest and the first running of the mile under four minutes, illustrate the point.

(6) The core activity of most holidays and vacations is sport.

(7) Directly (for fees, equipment, costumes, facilities, etc.) and indirectly (for travel, food, gambling, etc.), the nation spends from fifteen to twenty billion dollars annually on sport.

(8) Each family owns an average of over $300 worth of sports goods - animals, costumes, equipment, facilities, etc.

(9) Approximately 2,000,000 persons earn all or a substantial part of their living from sport.

(10) The most common conversational topic of the male population is sport.

(11) Of the several types of live entertainment affairs found in most communities - dramatics, lectures, musicals, shows, etc. - sports affairs attract the largest number of spectators.

(12) Of the several types of activities normally included in organized recreational programs — art, dance, dramatics, handicrafts, social, sport, etc. — over 50 per cent of participation is in the area of sport.

EXERCISE

(1) Thirty-six state legislative bodies have passed laws requiring schools to include physical education (basically exercise for developmental purposes) in their respective curricula. Many schools in the other twelve states have adopted a similar requirement. As a result, a minimum of 5,000,000 children and youth regularly participate in some type of exercise program.

(2) Each branch of the Department of National Defense (Army, Navy and Air Forces) sponsors and conducts a program in physical training (basically exercise for conditioning and maintenance purposes) and to some extent require participation in the same. In consequence, thereof, a minimum of 2,500,000 men participate in some type of exercise program with some regularity.

(3) A minimum of 10,000,000 adults (men and women) frequently and regularly participate in some type of vigorous (exercise) activity (home exercises, YMCA classes, walk to and/or from work, play golf, play handball, swim, etc.) wholly or principally for conditioning or maintenance purposes.

(4) A minimum of 2,000,000 people (youth and adults) frequently and regularly participate in some type of vigorous (exercise) activity wholly or principally for sports training purposes.

(5) Most parents require or encourage their children to participate in vigorous (exercise) activities (play vigorous games, roller skate, ride tricycles, ride sleds, swim, etc.) principally for developmental purposes. This means that a minimum of 5,000,000 children daily participate in some type of exercise program.

(6) A minimum of 500,000 people (children, youth, and adults) regularly participate in some type of prescribed exercise programs for therapeutic, corrective, or rehabilitation purposes.

Apart from the fact that as indicated above, both fields of activity play a trememdous role in life, each like all other broad fields of human activity (art, banking, farming, home making, mining, music, etc.) has many significant aspects and implications. The range and variety of relationships which exist here may be indicated by listing some of the more commonly recognized: character, culture, economy, education, health, industry, leisure, motor ability, national defense, personality, physique, politics, social order, and therapy. It only follows that any subject which plays so large a role in life and has so many important life-related ramifications has college grade academic merit.

Before closing this section it seems desirable to make one final observation. The first and perhaps all-important step involved in making the proposed change in title is that of changing our perspective. Not infrequently, we are organized within the framework of teacher education administrative units, which naturally are concerned with the educational problems of children and youth, we commonly conduct teacher education programs which, likewise, are concerned with the education of children and youth; and, of course, we work with children and youth in educational institutions. Due to these conditioning factors and influences we have been disposed to focus our attention on the school-bound play and developmental activities of children and youth. This has had the effect of limiting our perspective. We have overlooked and neglected the broader reaches of the subject – out of school or non educational programs, middle age and old age programs, and the many related aspects and implications of the subject.

The point I am trying to make here may be illustrated as follows: The Department of English does not limit itself to the technics of communication in English (spelling, grammar, rhetoric, etc.) nor to the literary interest of children and youth (comics and westerns) nor to the educational implications of the same. Similarly, the Department of Music does not confine its work to the technics of music (reading music scores, playing musical instruments, etc.), nor to the musical interests of children and youth (jazz, bebop, etc.), nor to the educational aspects of the same. Rather, each starts out with the assumption that it is concerned with the whole range of an indicated area as a subject matter field and that within this field education is only one of several considerations and concerns. And the same holds true for all other college departments – art, botany, forestry, geology, home economics, political science, and all the rest. A college professor in each of these fields is primarily a subject matter authority and only secondarily an education specialist.

I hold that in the same way the department here under consideration should recognize and accept the fields (the total fields) of sport and exercise as its subject matter area, and further that the educational aspects of these subjects should be treated as only one of many aspects of concern. It will be seen that this approach to the job opens a new and broader perspective. Once this point of view has been established the matter of changing the title follows automatically.

II. Expand the program in research. The program here under consideration has been promoted and accepted on the assumption that it produces or contributes to producing certain beneficial results. I could, if required, present a fairly complete list of claimed outcomes, but, fortunately, it is not necessary to do so. My immediate need can be served by simply mentioning a few of the "old familiars": participating in big-muscle play activities, such as soft ball, tumbling, wrestling, etc.; developing the neuromuscular qualities of agility, balance, endurance, power, strength, etc.; developing the psychomotor qualities of grace, poise and rhythm; improving posture; improving health; developing organic power; improving performance of the basic utilitarian activities of lifting, walking, running, jumping, throwing, pulling, etc.; contributing to the wholesome use of leisure time; developing good character; developing wholesome personality; contributing to military preparedness; developing leadership; and correcting physical defects.

As stated above the program has been ''sold'' on the assumption that it effects these outcomes -- and others. It happens, however, that times have changed. People are no longer satisfied with mere ''say so''. They are beginning to ask the question, and quite appropriately, Where is the evidence? In casting about for answers, however, we find that there is a distinct shortage of solid supporting facts. Quite flatly, we are faced with the necessity of providing more and better evidence than is currently available. Now, as it happens, the surest way, if not the only way, to secure this evidence is by means of research.

Any one who reads must be aware of the fact that this country, like most other enlightened countries, has entered an era of research. Every department in the federal government (Agriculture, Army, Commerce, Education, Health, Navy, etc.) is carrying on and/or subsidizing extensive programs in research. Most, if not all, large industrial organizations and commercial enterprises, and many small ones, are conducting programs of research. All universities and colleges are carrying on programs of this sort. Many, if not most, national foundations are conducting such programs. Finally, there are a considerable number of private commercial companies devoted to the business of conducting programs of contract research.

The scope and extent of research going on in the country today cannot be spelled out in detail or even clearly indicated in the time at our disposal, but it may serve our purpose to point out that it covers almost every facet of human activity and interest; that it entails the employment of several hundred thousand full time or part time workers, and that estimates suggest a national annual expenditure of from two to three billion dollars. And, it is significant to add, the work is still expanding.

Every one in this audience must know that carrying on research is one of the four standard functions of a modern institution of higher learning. (The other three are teaching, carrying on scholarly work, and rendering public service.) Moreover, during recent years this phase of the program has been expanding by leaps and bounds. Actually, we have reached the point where, at the graduate level, the quality and quantity of research activity constitutes the main consideration (exceeding even scholarly activity) in evaluating institutions.

Furthermore, to a very considerable extent, this state of affairs also holds true at the department level, both as regards types of departments and as regards particular departments. By this I mean: Within the total college world each type of department (all electrical engineering departments) is judged and rated in terms of its research efforts and contributions; within the world of each type of department (botany) each particular department (Yale University Botany Department) is judged and rated in terms of its research efforts and contributions.

The point of significance here is that all this applies equally to the Department of Physical Education. I think that we can agree that, in the college world in general and in institutions in particular, physical education's station on the academic totem pole is at or near the bottom. Considered thinking has convinced me that this derives, in part at least, from the limited amount of research carried on by these departments as a whole and each department as a unit. And, furthermore, one of the surest ways to improve our station is to expand the program in research, both in general and in particular.

Let me be a bit more specific. As pointed out earlier, there is a tremendous need for research in this area and, by virture of our position, it is the responsibility of every college department and every college worker to make some contribution to it. As I view the matter those departments whose work is confined to service programs only can be expected to make only limited contributions; those departments which offer undergraduate professional training programs should make more substantial contributions; and those departments which offer graduate training programs should make very substantial contributions. Quite frankly, I do not see how any department in the latter group can carry on an acceptable program without carrying on a solid program in research.

In the course of discussing this subject with younger faculty members, graduate students, and others, the remark has been made, It is necessary for all departments to carry on research and, moreover, is there work for all?

As regards the first part of the question, my answer is that it is perhaps not necessary but highly desirable. Every college department has a responsibility for contributing to the business of pushing back the frontier of knowledge in its own area of concern. This is inherent. Apart from all else a department that conducts a program of research has within itself a kind of yeast which serves to ferment the interest, insight, and perspective of its own members. This has the effect of increasing the effectiveness of a department's total program.

As regards the second part of the question, my answer is that there is work for all departments for time without end. The range of issues or topics awaiting investigation is almost limitless. There are, for example, all of the questions regarding outcomes listed earlier. Finding the answers to these alone promises to entail thousands of studies of many varied kinds (motor ability, kinesiological, cinematographic, physiological, psychological, statistical, to name but a few). And these constitute only a small part of the whole. There are significant issues and topics in many other areas, some of the more obvious being: affairs, agencies (public, private, commercial), awards, bibliography, climate, costumes, economics, equipment, facilities, geography, history, honors, injuries, institutions, laws, literature, methodology, officiating, organization, participation, programs, rules, and spectation. Then too, it is the history of research that in running down the answer to one question many new ones are uncovered.

Since conducting a program in research is distinctly a departmental matter the business of expanding the total program entails individual departmental action. In those departments which conduct such programs expansion involves nothing more than expanding, intensively or extensively, that which already exists. In those departments which do not conduct such programs, it entails establishing programs. The first is important and desirable but, in view of the fact that the second would extend the total impact and, mayhap, open new areas of study, the latter is even more important and more desirable.

III. Expand the program in scholarly activity. I am using the phrase scholarly activity in its commonly accepted sense as referring to broad gauge research plus penetrating analysis, synthesis, and interpretation. Gibbon's Decline and Fall of the Roman Empire and Dewey's, Democracy and Education are cited as classical examples of such activity. As must be obvious, however, a work does not need to be of this scope, either quantitatively or qualitatively, to be classed as scholarly. On the other hand, while text books, technical reports, factual accounts, and similar productions may be done in a scholarly manner, such works, normally, are not so categorized.

As was pointed out earlier, every professional group has four basic responsibilities: rendering technical service (practicing its particular line of work) carrying on research (uncovering new facts relating to its particular field of concern), engaging in scholarly pursuits (criticizing and interpreting its particular field of activity) and rendering public service (contributing to the general welfare within the scope of its particular speciality). Now, as I look about, I find that most professional groups are to some extent meeting all of their responsibilities, including the item of engaging in scholarly pursuits.

In viewing the activities of physical education workers I find that we are doing a moderately good job in the areas of teaching and public service and, while we are not doing so much as we should in the area of research, there are signs of improvement. The one area in which we are failing rather badly is in the area of scholarship. In support of this statement I submit the following facts.

There are roughly 5600 full time four-year college teachers of physical education in the country. (4200 men and 1400 women) Now ask yourself, how many of this number can be classed as scholars. Bear in mind the fact that the act of writing is not automatically a scholarly activity and, furthermore, that writers are not necessarily scholars.

The American people are currently participating in more than 250 sports. (The exact number depends on the manner of classification.) Furthermore, each has a significant and fascinating history. Yet, as of the present moment, there is available in the literature historical accounts for something less than fifty of the lot; and I may add, of these, most are out-of-date, and/or unreliable, and/or sketchy in character. Indicative of conditions there are no histories, at least none of any consequence, on automobile racing, badminton, bicycling, billiards, bowling, field trials, handball, ice hockey, hunting, motor cycling, roller skating, softball, soaring, swimming, track and field, volleyball, weight lifting, and wrestling. As a further sidelight on the situation there has been published only three general works on the history of sports in this country, and they were issued between two and three decades ago.

The story is the same for all other potential topics. The following facts illustrate the point. We have only one book dealing with the cultural aspects of sports. We have two books dealing with the subject of sports psychology, but both are now nearly thirty years old, out of date, and out of print. We have one book on spectation, also nearly thirty years old. We have several books on sports gambling, but all deal with limited aspects of the subject. We have three or four books on the subject of sports literature and five or six on the subject of sports and art; in both cases, however, all are limited to pieces of the subject.

There are no books on the subjects of sports and economics, sports and politics, sports and ethics, sports and aesthetics, sports and language, sports and religion, and sports and national defense. Also, none on the subjects of sports movements, sports law, sports government, sports rules (analysis and synthesis), sports clubs (in total), sport promotional agencies (in total), sports affairs (in total), sports participation (in total), and international sports (in total). Likewise, none on sports and drugs, sports and bathing, sports costumes, sports equipment, sports libraries and collections, sports museums and collections, sports handicapping methods, and kinds of sport competition. And, finally, none on historic sport sites, sports crafts (in total), sports animals (in total), sports awards, and sports honors.

In the field of exercise the situation is not very different. There are no books dealing with the history of general exercise, or the history of exercise therapy, or the history of training. We have a few books dealing with the topic general exercise, but, without exception, all are empirical or experiential with little or no scientific foundations. We have a few books which allegedly deal with the topic training, but, in fact, all deal principally with the treatment of injuries. We have one good book dealing with the topic exercise therapy, but only one. And the same general condition obtains for all other aspects of the subject. There is, in short, a great shortage of books in all ranges of the subject.

The story told above regarding books applies almost equally to articles. Excepting the Research Quarterly, which as indicated is devoted to research, our professional magazines are devoted almost exclusively to technical matters -- methods of performances or instruction, patterns of organization, supervision and administration, techniques of promotion, and the like. And, in the area of general sports magazines all are devoted largely to sports affairs, events, incidents, experiences, techniques, procedures, business matters, gossip, and personalities, and the more practical aspects of costumes, equipment, accessories and facilities. There are no magazines which deal exclusively with the subject of exercise. There are several which regularly include some articles on the subject but most are higly popular and/or highly unscientific.

To avoid misinterpretation it should be made clear that the report given above is not presented as a criticism of existing publications. There is a need for technical and popular materials of all types on the subjects in review. The purpose of the report is simple to point up the fact that there is a great lack of scholarly works on the indicated subjects, sports and exercise, and, by presumption, that there is a need for the same.

It was pointed out earlier that every profession had a responsibility for producing scholarly works. Now it may be added that, traditionally, college teachers in each of the several professional fields, have assumed a large responsibility for producing such works. It will be remembered that originally a University was conceived as ''a band of scholars''. The point of significance here is this: If we accept the thesis that the worlds of sport and exercise constitute our fields of concern (as we do) then it only follows that, we, as college workers in these fields, have a very definite responsibility for producing scholarly works in these fields.

IV. Expand the appreciation phase of the program. If we accept the thesis that the program in physical education is concerned with the subjects of sport and exercise then we must consider the question, What constitutes the worlds of sport and exercise? For reasons given above this question cannot be answered in detail, but to the end of providing a common grounds for discussion an outline of each is presented below. Special note is made of the fact that in the present instance we are concerned with general education and not professional training and therefore are concerned only with the general and/or amateur aspects of the worlds under consideration.

Sports:

As amateurs, people participate in sports in the following ways:

as active participants - learners, performers, trainees, contestants, exhibitors, etc.

As passive participants - spectators, listeners, conversationalists, readers, etc.

As volunteer workers - advisors, coaches, leaders, managers, officials, organizers, promoters, recorders, score keepers, teachers, trainers, etc.

As supporters - financial contributors, sponsors, patrons, etc.

And in other ways - collectors, craftsmen, etc.

Exercise:

As amateurs, people participate in exercise (general, special, and therapeutic) in the following ways:

As active participants - learners, performers, trainees, exhibitors, etc.

As passive participants - spectators, listeners, conversationalists, readers, etc.

As volunteer workers - leaders, assistants, etc.

As supporters - financial contributors, sponsors, patrons, etc.

And in other ways - students, etc.

These activities constitute the basic subject matter of the educational program here under consideration. As in the case of all other curricula, however, time limitations prohibit covering the field. Some choices must be made. Proceeding on the assumption, therefore, that activity performance (playing volleyball, lifting weights, swimming the crawl stroke, etc.) is of basic importance, curriculum makers are disposed to frame curricula which are devoted exclusively, or almost exclusively, to this phase of the subject. Or, to put the matter differently, the curriculum in this subject matter area is devoted pretty largely to teaching students how to perform sports and exercises, or, not infrequently, and mistakenly, simply supervising them in performing the same.

As pointed out earlier, however, there is much more to the subjects of sport and exercise than just participating in the same. (I am now referring to the whole range of participation -- active participation, passive participation, worker participation, supporter participation, and other.) Both fields of activity have many associated aspects and implications -- cultural, health, leisure, motor ability, national defense, and therapy, to repeat a few.

The point I want to make here is that these associated matters are of great significance, both to the individual and to society, and should be included in the curriculum. Or to state my position more fully, and perhaps more clearly, the curriculum of the future should be pointed at two general objectives:

1. Participating in a variety of hygienically and socially approved sport and exercise (and perhaps dance) activities -- according to reasonable hygienic, social, and proficiency standards.

2. Appreciating the various (aesthetic character, cultural, economic, educational, historical, hygienic, industrial, leisure, motor ability, national defense, personality, physique, political, psychological, social, therapeutic, and other) aspects and implications of sport and exercise (and perhaps dance) activities -- reasonably well.

It is not possible, in the present instance, to discuss the appreciation objective at length, yet in the interest of clarification it does seem desirable to say a few things about it.

1. The practice of including appreciation objectives and corresponding learning activities in college curricula has a long and solid background of usage. Some of the older and more direct illustrations are the

appreciation courses carried on in music, art, dramatics, and literature. Newer and less direct, but serving the same ends, are the survey or orientation courses that now appear in many college catalogues -- biological science, physical science, humanities, social science, etc. This means simply that the inclusion of appreciation content (or courses) in the curriculum here under discussion would be in complete conformity with established college practice and, consequently, should receive firm academic support.

2. Appreciation content should be included in the physical education curriculum at all levels (elementary school, junior high school, senior high school, and college) but it is particularly appropriate for inclusion at the college level. In other words, it should be given particular emphasis at the latter level. Furthermore, in keeping with inherent differences in the content of the several educational levels the content of the appreciation objective should be correspondingly adjusted. Or, to be more specific, at the lower levels the appreciation phase of the program should be focused on technical or practical matters, whereas at the college level they should be focused on scientific, humanistic, cultural, and social matters. Showing moving pictures of last week's football game, at any level, does not measure up.

3. There is one very special reason for including appreciation content in the college program. Traditionally, our American colleges have been intellectual institutions and, throughout their history, their controlling faculties have resisted the intrusion of education programs operated at the technical, or training, or practical level. Due to the fact that in the past the so-called physical education program has been conducted almost exclusively on this level, it has never been fully accepted in the family of respectable subjects. The inclusion of appreciation content would contribute very materially to securing acceptance.

4. The introduction of appreciation content would contribute to increasing the effectiveness of the participation phase of the program. In the past we have operated on the assumption that the chief, if not the only, means of securing participation was through developing competency in performance. The teaching-learning program has been devoted largely if not entirely to engendering skills (e.g., in basketball, the skill of shooting baskets) and conditions (e.g., in basketball, endurance to play a full game of basketball without undue fatigue). It has been assumed that the learner, having acquired some proficiency in these matters, would find the activity satisfying and, as a result, would continue to participate.

Experience and study both indicate that this approach is fundamentally sound. It produces results -- some participation. The procedure, however, ignores or overlooks the fact that men have minds, and the further fact that ideas and beliefs are also mainsprings of human behavior. It may be observed that, among adults particularly, one of the major motivating forces behind participation in sports and exercise is a concept and/or conviction that participation is good. It only follows thus that, since concepts and beliefs derive from knowledge, understanding, and appreciation, the practice of including appreciation content in the program should produce increased participation.

This concludes my discussion of the four proposals. Before closing, however, I want to make three additional general observations.

1. The proposals made above are not interdependent. In other words, it is not necessary to introduce all or even several of the proposals conjointly. Any one, or more, can be introduced independently, or concurrently, at any time. For example, it would be quite possible and practicable for a department to initiate a research program, or a scholarly program, or both without doing anything about the others. As a matter of fact, for most departments the only practicable course is to advance gradually, introducing or expanding one or perhaps two programs at a time.

2. The proposals made above can be implemented only through the action of individual departments. It must be clear, however, that in order to initiate any one of the last three proposals -- research, scholarship, appreciation -- a department must have one or more members who have the necessary special talents and interests. Some departments have such personnel, at least sufficient to making a start, if given the opportunity and the time. To meet the long run need, however, it will be necessary to prepare additional qualified personnel.

This leads to the suggestion that the professional training program should be reorganized to train such personnel. It is not possible to detail here the nature of the changes needed to do this so I will limit myself to saying that, in general, the wated ends can be achieved by (a) reducing the quantity of professional education courses (or credits), (b) reducing the quantity of professional technical courses (or credits), particularly the latter, (d) increasing the quantity of social study and humanistic courses (or credits), and (e) increasing the quantity of scientific, humanistic, and social professional courses (or credits).

One could argue that all professional training programs should be revised in these directions, but this might not be necessary. It might serve the purpose if some or all established an alternate curriculum (perhaps an honors program) that would open a training route for some of the more promising students. It should be remembered that here we are concerned with training college personnel, not high school personnel; researchers not technicians; scholars not administrators.

3. Whereas the college program in sports and exercise (physical education) like all other college programs has many barriers to advancement -- inadequate facilities, shortage of funds, lack of personnel, unsympathetic top administrators, and others -- the greatest barrier of all is our own self-created thinking wall. Every group, by virtue of

circumstances -- training, associations, experiences, etc. -- is disposed to become circumscribed or barriered in its thinking. This holds true for our group precisely as it does for all others. The great hope and need is to break through the existing barrier. I sincerely believe that the proposals made here, if and when effected, would constitute a real "break through" that would open the way to a new and greater era and, by this I mean, not only a new and greater era for ourselves as a professional body but a new and greater era of service to people.

A MAGAZINE VIEWS THE WORLD OF SPORT

by

Richard L. Neale

Assistant Publisher - SPORTS ILLUSTRATED

Thank you very much for the opportunity of participating in your program. My topic, which came from a discussion between Staley and myself, is "A Magazine Views the World of Sport."

As many of you know, we have, in SPORTS ILLUSTRATED, used the phrase "The Wonderful World of Sport" almost synonymously with Sport itself.

So right at the beginning let's face two questions:

First, is there a world of sport? And secondly, is it a wonderful world?

There are many things that would lead the casual observer to doubt the fact that there is one world. For example, in our own first announcement ad, we said "There has never been a national sports weekly. Furthermore, it has been brilliantly proved that there never can be. People's interests are too varied. The Fisherman cares nothing for baseball. The skier couldn't care less about the Kentucky Derby."

Now if there are definite compartments wihin the whole world of sport itself, there are equal differences within special segments of that world. I would like to refer you to two letters which we received early in September -- each on the letterhead of the University of Illinois, School of Physical Education, Urbana, Illinois. First, the letter dated August 29th, 1955, addressed to SPORTS ILLUSTRATED Magazine:

"Sir: Fie on you!"

The letter, by Dr. Kenny, referred to our coverage of the Report that Shocked the President, and noted that in Jimmy Jemail's Hot Box of opinions on this subject, we had neglected to get the opinions of professional educators.

On the same letterhead dated September 6, 1955, a letter addressed to the Publisher of SPORTS ILLUSTRATED:

> "My dear Mr. Phillips:
>
> I am writing to you in my capacity as President of the College of Physical Education Association. My purpose in writing to you is to secure a speaker for the Association's banquet which is scheduled for Thursday evening, December 29th . . ."
>
> Signed S. C. Staley, Director

And so, ''fie on us'' -- we are here. And I am glad to know that in your world, as in the world of magazine publishing, there is a wonderful variety of opinions.

Now back to the original question: ''Is there A world of sport?'' It seems to me that what has just been said is a very vital point in my proof that there is a single world of sport. I quote no less an authourity than Mr. T. S. Eliot, who in a definition of culture said, ''At this point I introduce a new notion: That of the vital importance for a society of friction between its parts.''

Yet, despite the bond of friction between the parts of our society, I think we can fairly say that until recently this world did not exist. Historically, sport has been divided not only by interest, but by class and by sex.

But the growth and development of 20th Century America is an utterly new phenomenon. And it has had phenomenal results. One of these is the creation of a world of sports.

Today, some 250,000 people in America alone depend on sports for their existence. There are roughly 30,000 professional athletes. There are some 60,000 teachers and trainers of sports. There are approximately 50,000 high school and college athletic coaches.

Making laws for the world of sport is a group of some 15,000 paid officials of rule-making organizations. Supplying athletes with equipment are more than 10,000 sporting goods stores.

Americans participate in sports in 75,000 places. Five thousand golf courses cover some 585,100 acres of country. There are some 15,000 tennis courts . . . and about 98 city athletic clubs. Nobody knows how many baseball diamonds . . but a conservative guess would be about 7,500. There are 92 football stadia in the country that seat over 20,000 . . . and thousands of basketball courts. There are some 270 federal game preserves, 900 yacht clubs -- and six court tennis courts.

How many people actually participate in sports in America? Not all Americans, but more and more each year. 17 million fishing licenses were issued in 1953; 14,652,903 hunting licenses. There are some 6 million golfers; one and a half million people take at least one ski resort trip per year. Five million American families now own a boat; last year more than 700,000 pairs of ice skates were sold.

Bowling claims 20 million participants, the Little League nearly a million members, and, of course, kids playing some kind of ball number into millions. Attendance at spectator sports has not kept pace with more active leisure -- but for a particular reason -- more people are enjoying them at home.

In the year 1954, on any Friday night, an average fight from Madison Square Garden is piped into 9 million homes, whereas the greatest fight crowd in history, the second Dempsey - Tunney fight, was 100,000. The biggest crowd in baseball history gathered to watch the opening of the Cleveland Stadium -- 83,000 strong. In 1953, the series played to 6,500,000 home sets per game.

In 1954, 37,680,686 went to baseball games; 12,280,939 watched college football. Basketball claims 90,000,000 spectators, horse racing 31,238,263, and harness racing 18,500,000.

More participation; more family participation; more sports in the home: these are basic trends into the world of sports today. Behind them lies a singular fact. I believe this fact is as important to you as educators as it is to economists and businessmen. And for the latter, it is an almost revolutionary concept. It has created a $30 billion leisure market. It has created a $45 billion luxury market. It is responsible for the fact that sport shirts now outsell regular shirts 2 to 1, that the fastest selling lines of women's clothing are sports wear, and that sport is influencing designs in automobiles and special purpose appliances.

What is this fact? In its most complicated form, it is the result of American productivity.

In its simplest form it is abundance. American abundance walks through the world today. It builds dams in Egypt, highways in Afghanistan, and the defense of Western Europe. It is stored in government graineries, it is responsible for the building of a million new homes a year, and for the disbursements of the Ford Foundation.

And with abundance also walk two facts most closely concerned with the livelihood of your family and mine: those facts are leisure time and universal education.

First, let me talk for a moment about leisure time.

To the sociologist, David Riesman, the proper use of leisure time may well be the most important factor in forming the individual personality, in developing those abilities which differentiate one man from another, which give him competence in judgment, hence personal security in modern society and hence value as a citizen.

Harris Beeman, of Michigan State, recognizing the same facts, is less optimistic than Riesman:

> "If the trend to increasing leisure time continues as it has in the Atomic Era, future employers and employees will have as much time off the job as on the job. As we train people for their jobs shouldn't we also help them determine how they are going to spend the other half of their life? It is during the leisure hours that most delinquency occurs, not during school or working hours."

As publishers, Time, Inc., plunged into this world of leisure in the summer of 1953. And I think we made an interesting discovery that may have some relation to your own work.

We very soon discovered, as you have seen in the statistics, that this area of leisure, a potential vacuum in itself, had a dynamic center; that center was sport. And it had a curious vitality, long overlooked by magazines.

As Roger Bannister said:

"No man can say you must not jump higher than this, or run faster than that. The human spirit is indomitable." Let me give you a practical example of this spirit at work. I refer you to some documentation which on SI we call the Steven Halpern correspondence. This began very quietly in October 1954. Mr. Halpern wrote saying ''SPORTS ILLUSTRATED is by far the rookie of the year in the sports magazine field.'' He then went on to give us his suggestions for an all-star team. Two weeks later another letter which began:

> ''Sir:
> Probably 9 out of every 12 persons would not know that Providence, R. I. once had a baseball team almost as good as the Yankees.''

By October 19th our letters editor had answered Mr. Halpern's correspondence and the answer had no sooner been sent than another letter came in saying:

> ''Dear Sir:
> It is said that smoking is very bad for people and it is also said that sports stars should not smoke. But as we all know many greats of the game do. What is the pitch?''

Again, Steven A. Halpern. This time our correspondent gave us a little clue -- he added the words, ''Age 14'' after his signature.

Two weeks later another note, this time on the American Hockey League. Following that, in January, a consideration from Mr. Halpern on what the greatest moment in sport was. Then a letter previewing the baseball season.

By this time our letters department had almost given up keeping up with Steven and when they wrote him they next addressed him as ''Dear Steven.'' But Steven had only begun to contribute.

In September he sent us a two-page document entitled ''What baseball means to me.'' He was not at all dismayed by his rejection slip. He then sent us a poem which I would like to read you --

> ''The Red Sox are the greatest bunch of players I've ever seen.
> With Williams, Klaus, and Mel Parnell they are the greatest team.
> Yawkey in the front office,
> Mike Higgins in the field.
> I am sure they have the next twenty pennants sealed.
> Cronin in there plugging too,
> And the rookies coming through.
> They will hit and run and even pitch, the way the great stars do.
> The Sox have had great stars of past.
> Old Double X is one
> And Cy Young on the pitching mound, with five hundred and eleven games won.
> Now don't forget young brother Dom who played in centerfield.
> Or Bobby Doerr at second base fielding records did he steal.
> The Giants have the POLO GROUNDS.
> The Dodgers EBBETS FIELD

But Hub fans have Fenway Park
And they shall never yield."

I realize that this "spirit" is one that you are far more familiar with than I, since most of SI's readers are considerably older than Halpern, (the median age being, as a matter of fact, 38 years). But Steven does reflect a particular quality of our world of journalism. . . . and a quality of your world of education.

The word for this world is "alive". One of the things that makes it so alive is the devotion of people like this boy; another is the very conflict and friction that I mentioned a few minutes ago. A good case in point was the Report That Shocked the President, by Bob Boyle. You may remember it as, of course, it was a discussion of the first Physical Fitness Conference which the President called after studying the Kraus-Weber Report.

Boyle's first paragraph was this:

> "There is a problem in the U.S. today. . .one which goes deeper and has more serious implications for the future of the nation than many of those which haunt the headlines daily."
>
> "It is the problem of physical fitness. . ."

A tremendous wave of response swept in from all parts of the country. Some of you as a matter of fact may have corresponded with us. Recreation Directors, students, sports stars, generally applauded what they considered a clear statement of a national problem.

However, the discussion was hot and heavy. One writer, a physical education man, said. . .

> "Somehow I think the whole thing is off-base."

Others said:

> "I disagree entirely with Boyle."

One reader suggested that Volley Ball was the answer. And one statement said: "I have come to the conclusion that every generation was shocked by the lack of physical fitness of its people."

In any case, the subject of physical fitness is of vast interest to our segment of the American population, and for good reason. It is a subject that is, more than ever, "alive" in the minds of Americans. Here is one of thousands of requests we received for reprints of Tom Cureton's article on simple exercises for home conditioning:

> "As a subscriber, I have a request to make of you. In January or February you published an article giving exercises for various ages and steps of conditioning. In the shuffle of daily living they were tossed out. Could you send me a report before I drop over my own stomach?"

So, for all ages, this is a lively and responsive world. It is also a world of infinite variety.

Our authors alone have ranged from Otto Graham to Cornelia Otis Skinner, from Prime Minister Menzies to pugilist Archie Moore, from Pulitizer Prize winner William Faulkner to Jockey Eddie Arcaro, both incidentally, covering the same event.

Let me give you a sharper focus on the variety of characters: On the one hand, the words of Mr. Blaise D'Antoni, fruit merchant and New Orleans boxing promoter, describing his plans for the opening of a fight-- He says: "I'm gonna wear my $250 cashmere jacket, my $100 blue cashmere pants and my new $85 shoes. Eighty-five dollar shoes. And my $250 cashmere jacket. And those $100 pants, they're blue. Bring a photographer. Bring anyone you want. And don't forget to come down to New Orleans, champs. And after I treat you all right -- four motorcycle escorts, not one -- you'll stand back and say, 'Jeez, he wasn't exaggeratin'."

In contrast to the rich rambunctious Mr. Blaise D'Antoni; the spirit of a native guide as he achieved what no man had achieved before: The Conquest of Everest: Tenzing says:

> "And so the truth is told. And I am ready to be judged by it. We stepped up. We were there. The dream had come true. What we did was what all climbers do when they reach the top of their mountain. We shook hands. But this was not enough for Everest. I waved my arms in the air, and then threw them around Hillary, and we thumped each other on the back until, even with the oxygen, we were almost breathless. Then we looked around. It was 11:30 in the morning, the sun was shining, and the sky was the deepest blue I have ever seen. Only a gentle breeze was blowing, coming from the direction of Tibet, and the plume of snow that always blows from Everest's summit was very small.." At that great moment for which I had waited all my life my mountain didn't seem to be a lifeless thing of rock and ice, but warm and friendly and living..."

Sport is also a world of extreme contrast in emotion. It is a tragic world. For us last year there was a particular tragedy in the death of one of the world's great photographers -- Ylla, who died as she was covering a story on an Indian Bullock Race. There was also the almost incredible tragedy of LeMans in the world of auto racing.

And against this there is, of course, the wonderful humor that plays so much a part in the world of sports, and which gave us through the person of Mr. John Marquand many pleasant memories in the Happy Knoll Country Club.

Like all worlds, sport is imperfect. But I think there may be signs of change and development. For example, I might give you the case history of boxing in the past year. On November 1st, 1954, SI broke a story saying, "Boxing's Dirty Business must be cleaned up now." Three weeks later, we told of the $20,000 bribe that Vince Martinez had refused. The week after that we set down the facts about the Managers Boxing Guild and showed that Jim Norris himself had been a part of Boxing's Dirty Business. Since that time new Commissioners of Boxing have been appointed in Pennsylvania, California, and in other states.

The Governor's Conference selected this as a topic of major national importance and, as you know, not long ago New York's Commissioner, Julius Helfand, in a sweeping move, out-lawed the entire Boxing Guild

We believe this shows some improvement.

As publishers, we have found one other very surprising thing about this world which may be of value to you as educators.

On the subject of sport, there is among its audience, almost total recall. Here are a few names unknown one year ago, far more familiar than the Secretaries of Defense or Labor, or even the Treasury today: Jack Fleck, Swaps, Nashua, John Podres.

Incidentally, Johnny Podres next week will be announced as our Sportsman of the Year -- on the basis of two days work, when he beat the Yankees; Podres was chosen as successor to Roger Bannister, our 1954 Sportsman of the Year -- on those two days he was touched with something of the "indomitable spirit" Bannister describes, and which also during the year touched Fleck, and John Beckner, in the Pan American Games, and many others.

It is not only in the achievements of the stars that sport becomes a wonderful world, but rather for what it gives to all those who participate in it. As Branch Rickey, looking back on his career said . . . . . .

> "So conceivably, I might have been a governor. Instead, I chose to stay with the Game. A life of public service versus a life devoted to a game that boys play with a ball and a bat. The game of baseball has given me a life of joy. I would not have exchanged it for any other."

I believe it is in this spirit that surrounds the world of sport, that we may find the answer to the statistics that outline America's leisure time and abundance. If the results of that abundance can be measured in the Kraus-Weber tests, in the reports of the draft failures, etc., so possibly can the answers be found there.

I do not see the emergence of abundance as a cause for gloom among physical educators, and I would like to state carefully why:

On our magazine we have seen, I think the emergence of a new attitude among the American reading public. We find that the readers tend to be prosperous, have possessions, belong to civic clubs, and have large families. In income they do very nicely. But these are not their most important characteristics. They not only entertain and go out four or five times a month; they not only engage in a lot of sports; belong to clubs and are gregarious; but what they do, they do with a particular passion -- The golfers golf 4.5 times a month; the hunters hunt likewise; the people who go to football games go to more than 6 a season and so forth.

And these people are wonderful optimists: They are better off now than they have ever been before, and what's more, they expect to be better off in the future. I am not sure this is only wishful thinking. It may be as true a recognition of the facts of America in the fifties as the Cannery Row novelists were in the 30s. It is, I think, too often an error for sociologists, and for publishers, to see man as less than he is, a somewhat frightened intorvert, overwhelmed by his personal world. I believe that in our short publishing experience we have already found something of an American renaissance; a renaissance of positive competitive spirit, of vigor and competent human action.

And what is more, we know that the people who seem to have most of this zest for living, if you will, are not isolated, but by the nature of their interests, directly connected with the rest of the American community.

So, by its statistics, we must conclude that the world of sport exists, that by its spirit it is a wonderful world.

Now, we may ask, is it the whole world? It sometimes seems to us as sport publishers, and possibly to you, that it should be: Critized for our own obsession with this idea, our answer went something like this . . "Is Sports the goal of life?" Certainly not. There are far deeper things to be pursued -- Art, Religion, Good Morals, all the high 'ideals'. But if you ask most any American what he's going to do with peacetime -- leisure -- what's he going to do next weekend, what's he going to do next winter, next summer, what's he planning now for his pursuit of happiness -- one sure part of the answer (and a large part) will be something to do with Sport. He and she are going to Florida to lounge on the beach -- and fish or sail. He and she are going to Alaska to shoot a bear. He and she are going this weekend to the football game. And they're going to Arizona because there they get not only scenery but golf. Meanwhile, their son is writing home about being substitute tackle on the Freshman team; their daughter has unaccountably got hold of a bow-and-arrow and Junior is taking tennis lessons. And Cousin Fred has, of all things, bought a racing horse. And this is what they talk about when they've finished with the H-Bomb and with how come Mary got engaged to John. The greatest common denominator of leisure activity and of human conversation among Americans pursuing happiness is -- Sport."

I would like to make this position even clearer: I do not believe that sport can be isolated to a secondary role in man's development any more than it can be confused as the primary aim of education. I believe that your work and mine have definite parts to play in the basic job of preparing the citizen for the duties he must master if he is to live in the modern world. It is true, as one of the first and greatest educators stated:

> "All people do not agree in those things they should have a child learn . . . from the present mode of education we cannot determine with certainty to which men incline, whether to instruct a child in what will be useful to him in life, or what tends to virtue, or what is excellent; for all of these have their separate defenders."

If in the time of Aristotle, when education was concerned with a minority of society, this constituted a problem, what, may we ask, is it now? It is certainly a fact that America is only beginning to face the problems as well as the opportunities of universal education. The irate alumni whose sons cannot get into their colleges, the local school boards racked by debates on core curricula vs. classical education, your own field with debates centering on exercises vs. games, intra-murals vs. inter-scholastic emphasis -- are all examples of the vast and increasing complexities of universal education.

In the time of Aristotle the scholar's mind in the athlete's body was the ideal of all free men in the civilized world; indeed it may have sown the seeds of its own destruction in the person of Alexander.

Today, we are concerned with the education of a few potential Alexanders but, for almost the first time in the World's history, with the education of all the youth of a nation.

And Physical Education is certainly a vital part of this task. A British economist, Miss Barbara Ward, states: "The wealth at the disposal of the Western nations is there today by inheritance and fortune. Each Western citizen is born, like a child of the Victorian upper class into a world of privilege and ease."

Yet we all know the immense demands that are made on man in our own society; and we can sense, if we have not personally faced, the demands made on him in the world beyond central heating, the summer resort and the laundromat. It is my proposition today that the education of Western Man be the education of the whole man. That is not so much made for the sake of Athletics, or of Art, or of Ideas, as of the pragmatic necessity demanded of each of our children in the days ahead. Again, let me quote the same author:

> "Both European society and its extension into the New World have been sustained by a unique faith in man, -- in his freedom, in his responsibility, in the laws which should safeguard him, in the rights that are his and in the duties by which he earns those rights. So accustomed are we to this view of man that we do not realize the audacity which was needed to bring it into being. At a time when humanity was subject to every physical calamity (this was, of course, the time of troubles concurrent with the breakup of the archaic civilizations and the assimilation of Greece by Rome) when perpetual labor was needed to wring a livelihood from the soil, when the fatalities of tempest and sickness and the general recalcitrance of matter lay heavily upon man's spirit, and when the world, unpenetrated by rational discovery, was a vast unknown -- in such a time, the Greek and Jewish forebearers of our own civilization made their tremendous acts of faith in man and in his destiny. They declared him to be the crown of the universe. They saw nature as a field open to his reason and dominion. The Greeks affirmed his power to build a rational order, the Jews proclaimed him a co-worker in the coming reign of righteousness."

All this having been done before Western Man was born, I do not see how you, as educators, and we, as publishers, can set lower goals now. Yet both of us, I think, must constantly remind ourselves that while we are a part, we are not all of what man should be. We may hope, however, that we help provide a noble part, that we may induce, in the words of Ortega Y Gasset,

> "The nobility that is synonymous with a life of effort, ever set on excelling oneself, in passing beyond what one sets up as a duty and obligation "

So the philosopher repeats in rounded terms, what the runner said, and what the boy proved. "No man can say you must not jump higher than this, or run faster than that. The human spirit is indomitable."

Now we enter 1956, the Olympic Year, the year that we have called the American Sports Year. This, we do not say with chauvinism, but rather because the great ages of sport have, I think, come with the great ages of human freedom, and have been centered in the lands which gave their free spirit and rules of sport to the world. I do not deny that there were men of stamina unknown to us in the armies of Genghis Khan; I do quote with certainty that the Olympic idea came from the Greeks -- the first to break with their games, as with their ideas, the endless depressing determinism of the archaic societies that preceded them.

We have on SPORTS ILLUSTRATED called our time a new Golden Age of Sport. I hope that we are right, even more right than the chroniclers of the heroes of the fabulous twenties. Today, we are blessed with abundance, and health unknown to man in his entire history. Possibly in this age of universal education we can prove that physical prowess is not only related to mental ability, but like other superior abilities, is also a responsibility which we discharge not only for our own sake, but for our children and for their less fortunate neighbors.

Now, in conclusion, I should like to be practical. SPORTS ILLUSTRATED believes that you, as we, are treating with a fundamental part of man in the modern world. We also believe that this is a wonderfully pleasant part of man's education. We have not yet formed our minds about the President's physical fitness committee, nor have we resolved the long argument between exercises and games, nor have we completely decided between intramural and inter-scholastic sports. We solicit your suggestions; and we ask you to respect, so far as you can, that our judgments will be made in good grace, so far as we are able. We also would like to put forth this thought: Perhaps the "solution" to the physical education of man in his modern environment does not lie in bleak alternatives, but rather in the kind of exchange of ideas that you have been carrying on here, and which we hope to help you carry on with the nation, the kind of ideas that "tend to virtue," and by their virtue "instruct a child in what will be useful to him in life."

REPORT OF PRESIDENT'S COMMITTEE

ON

FUNCTION AND STRUCTURE

Arthur S. Daniels, Chairman
The Ohio State University

Analysis of CPEA Proceedings, 1931-1954, R. J. Francis, University of Wisconsin.
The Functions of the CPEA, L. M. Jones, Penn State University.
The Structure of the CPEA, B. H. Massey, University of Maryland.
Evaluation of Pattern of Annual CPEA Meetings, T. E. McDonough, Emory University.

During the 1954 meetings of the College Physical Education Association, Dr. Seward Staley, our current president, disclosed his intention of appointing a President's Committee to study the Functions and Structure of this Association. Members appointed to this committee were:

H. S. Cherry, University of Fla.
C. C. Cowell, Purdue University
R. J. Francis, Univ. of Wisc.
R. E. Jamerson, Univ. of N.C.
B.H. Massey, University of Maryland
T.E. McDonough, Emory University
E.E. Richardson, Amherst College
A.S. Daniels, Ohio State University, Chairman

Analysis of the committee assignment revealed the main concerns would be purposes, functions, structure, and pattern of annual meetings. Appointment of the committee apparently stemmed from certain questions arising in the minds of President Staley and other members of this organization. Were the purposes of the Association truly representative of members needs? Were the responsibilities appropriate to the leading association in college physical education being met? Was the scope of our functions broad enough to coincide with the range of our responsibilities in colleges and universities; e.g. from service classes to basic research and the advancement of philosophical concepts? Was the Association structure adequate as an operational medium for its purposes? And finally, was the pattern and quality of our annual meetings such that each year saw significant advances toward clearly defined goals utilizing a structure which made such progress possible?

Whether or not these concerns were grounded in fact, it is an accepted principle that occasional self-appraisal is a valuable experience; that it is an antidote to complacency; that it could provide the stimulation for significant advances.

The committee recognizes the magnitude of its task. It did not begin its work with strong prejudices in either the direction of "stand pat ism" or "revolutionism". It respected the almost 60 years of fine tradition behind the Association. While it would not recommend change merely to impress with its industry, neither could it support purposes, structure or policies which were poorly conceived or had outlived their usefulness.

It was unanimously agreed that the committee goals sought were the greatest possible service of the Association to its members and to the profession. If, as some charged, the Association was emphasizing the technical aspects of our profession and neglecting scholarly endeavors and research, our study would reveal this. If our structural organization permitted overlapping of function and duplication of efforts, the way would be pointed for structural changes. If our meetings were not serving the interests of the members, then we wanted to know the how and why of any such inadequacies. Above all, the committee seeks to avoid giving the impression that its members are either rebels or visionary "do-gooders." We would like your understanding and support. That is why we sought your valued opinion through a questionnaire.

We were not long at our work before we discovered one year would be insufficient for our task. We are, as a result, presenting a substantial progress report and requesting that the committee be continued for a second year to complete its work.

Our first committee action was a round of correspondence dealing with Association purposes. The second step was the preparation of a questionnaire to get a sampling of membership opinion regarding the matters being deliberated by the committee. About half of the total membership responded, thus providing a representative background for committee operation. Some of these findings will be reported on in these first two general sessions. A third project was an analysis of the Proceedings from 1930 to-date. It was felt this would provide a record of the nature, direction and scope of Association activity.

During the course of the year the committee conducted eight rounds of correspondence. It also communicated with a large number of Association members, trying always to include a broad range of opinion in its deliberations. If the membership approves our request, the final report and recommendations will be made at the annual meetings one year from now.

It seems to me that our self-appraisal comes at a most opportune time; that asking ourselves where we are today as a profession and where we should be going; are most timely questions.

In a recent issue of a national magazine it was stated that in the past ten years a new America has been created; so new that many do not comprehend it. Among the advances mentioned were a tremendous increase in new homes, electronics, super-highways, increasing birth rate and decreasing death rate, scientific research, industrial building, and the most extensive church-building in history. It was pointed out that despite these advances urgent needs still exist for more schools, more doctors, more roads and better housing. Pointedly, it was felt that perhaps the greatest need in this period of great change, is time to think about the change; "time to relocate some of the values that may have been lost or misplaced."

In this appraisal of the new America the part that research has played was given extensive treatment. It was shown that scientific research has grown from an academic midget to an industrial colossus; that the 5 billion dollars invested annually in industrial research adds 65 billion to the nation's output of new products and services. Research has produced a whole new flood of products and services and created whole new industries. In addition, research has made it possible to produce these goods and services with an efficiency inconceivable ten years ago; and automation has hardly arrived. The result of this decade of progress is that the United States now produces half the world's goods with only 7% of the world's population. A significant concern in the industrial research picture is that about 95% of current research efforts are devoted to improving products and services and that a mere 5% is devoted to "pure" research aimed at developing new concepts which provide the bases for "productive" research. One industrialist remarked, "You either get into research or you get out of business."

Significantly the legal profession is also engaging in an interesting self-appraisal. The similarity to our own needs and experience merits consideration here. The American Bar Association is creating a great legal center in Chicago. One of the buildings is for a research library. The American Bar Association, like our own, has many sections and committees which render reports and make recommendations. These recommendations often have far-reaching consequences and therefore, like our own, should be thoroughly grounded in research.

The evidence is clear that we are in an era of research. The physical scientist has set the pattern of method and often the goals. Inevitably the nature, quality and adequacy of our own research comes under examination. For example, what do we know about the fitness of the youth of this nation? Are we in possession of data which either support or reject charges of unfitness? What facts and evidence can we offer to the nation's leaders as they express concern about these matters? What do we know about the psychological and sociological impact that learning sports skills has upon the individual? As we look around us and see the deep roots and great influences which sports exert as an element of our culture, what do we know about causes, effects and the social controls needed in the great American sporting scene? As experts in the area of exercise, do we really know all we need to know abou what is happening about the psychological and sociological impact that learning sports skills has upon the individual? As we look around us and see the deep roots and great influences which sports exert as an element of our culture, what do we know about causes, effects and the social controls needed in the great American sporting scene? As experts in the area of exercise, do we really know all we need to know about what is happening to the individual as he complies with our policies and follows our instructions?

The extent to which adapted physical education can contribute to total rehabilitation is as yet virtually unknown. A fairly extensive experience indicates clearly the possibilities of a significant contribution here. Carefully designed studies are needed to show our people, the medical profession, and the paramedical professions our place, and the nature and scope of our services in rehabilitation.

It is in the universities with their greater resources that most of our research is conducted. From these same sources come the writings which comprise our professional literature. This literature, in turn is used in the education of teachers and also serves as guides for working teachers in our schools.

We must acknowledge our responsibilities to teachers on other than the university level, because they are products of our teacher education programs and many of their methods and materials were produced by us. Yet some of us who spend a good deal of time in the field working with these teachers on elementary and secondary levels, know that a gap exists today between what we know and what we do about physical education. We do not have all the facts regarding why this condition exists other than perhaps the generality that ''there will always be a gap between best thinking and practice.'' We do know that in too many instances the physical education program is not performing up to its potentialities for enriching American living. Our knowledge of philosophy and principles, organization and administration, curriculum, methods and evaluation greatly surpass our ability to practice them. How can we close this gap?

We need more information why our programs are not performing well. We could then move into the area of developing remedial measures which would lead the way to the best utilization of even the limited resources found in many schools and colleges.

As in other professions such as law, engineering, and medicine, our profession looks to the institutions of higher learning for research talent and for leadership in the development of philosophical concepts and their interpretations. The potentialities of these institutions through research and scholarly effort for shaping and guiding the development of our profession and rendering valuable services to the nation's school population are unlimited. It must not be forgotten that the soundness of our philosophy and the strength of our beliefs are the bases of good administrative policy an teaching effectiveness.

It is hoped that these remarks regarding the importance of research and scholarly efforts will in no way be sonstrued as an effort to minimize our other basic functions. Service classes, teacher education programs, felt that this might be both our greatest weakness and our greatest need. Should it become one of the main purposes of this Association to achieve time to time be enriched through experimentation, exploration and the injection of fresh ideas. Our world is moving, changing, and our profession must keep the pace.

In a recent discussion with a long-time member of this Association and a past president, it was conceded that in the last two instances involving the problem of physical fitness on the national level, (World War II and White House Conference on Fitness of American Youth) our professional associations were neither the initial nor primary sources of aid sought. Why? What is lacking? It was agreed that this Association has never exerted much influence beyond our own membership. It was felt that this might be both our greatest weakness and our greatest need. Should it become one of the main purposes of this Association to achieve recognition as the principle organization and the spokesman for college physical education? Should we seek to extend this influence beyond the boundaries of our college campuses and achieve recognition as primary consultants in matters of national concern when they relate to our profession?

There are a number of ways of looking at the purposes and functions of this Association. Perhaps they are illustrated by the man who visited the scene of a cathedral under construction and who asked three men what they were doing. The first one muttered, ''I am making a living.'' The second one said, ''I am laying these stones.'' When the third man was asked the question, his face lit up with pride as he replied, ''I am building a cathedral.''

The Committee on Functions and Structure hopes to accomplish several things at these meetings. The first is to give you a progress report of its deliberations and findings. The second is to gain your understanding and enlist your support in appraising the purposes, operations and structure of this Association. The third is to receive your approval to continue its work for one more year in order that its final conclusions and recommendations may be soundly conceived and in the best interests of the Association and the profession.

On the basis of the work of the past year the Committee feels:

> That it is possible to define Association purposes more clearly; Make our functions coincide more closely with our responsibilities; Simplify our structure without loss of effectiveness and broad member participation; Suggest a pattern for our annual meetings which will maintain a high level of interest and push forward the work of the Association.

AN ANALYSIS OF THE C.P.E.A. PROCEEDINGS FROM 1931 to 1954

R. J. Francis,
University of Wisconsin

With a view to understanding the operations of the C.P.E.A. during the past 25 years, the Committee on Function and Structure analyzed the Proceedings from 1931 to 1954, inclusive. Since the Proceedings reflect nearly all activities of the C. P. E. A., this analysis has provided a basis for examining and evaluating the past-recent professional activities of the organization.

The accompanying table reveals the emphasis placed on different aspects of physical education in higher education as designed by personnel of the C. P. E A. since 1931. It also indicates, in part, the workings of the Association. The 507 articles appearing in the Proceedings from 1931-54, inclusive, fall into eighteen classifications (see table). The analysis suggests the following observations:

1. The C. P. E. A. has been dominantly concerned with (a) committee reports (25 per cent), (b) the physical education program (30 per cent), (c) intramural athletics (12 per cent), (d) teacher education (10 per cent), and (e) athletics (7 per cent).

2. There is no indication that the Association has used long-range planning in their work projects. With few exceptions it appears that the Association activities have been year-to-year operations. According to reports by past officers of the Association, this year-to-year pattern has resulted from each new set of officers setting up a one year plan of operation. This suggests a problem for current officers and members to consider, namely, "Should the Association concern itself with some long-range projects centering around major and continuing issues that face physical education in higher education?"

3. There is a lack of emphasis in Association work concerned with research and philosophy. Only two of the 507 articles published were of a distinct research nature and neither of these had anything to do with "frontier" thinking or problem solving in the field of higher education. Only three per cent of Association activities, as reflected by the Proceedings, were devoted to philosophical affairs. It seems that the time has come when the Association must resolve the question "To what extent should the C. P. E. A. concern itself with research and with matters which are dominantly philosophical?"

4. In a general appraisal of the Proceedings it appears that everything submitted to the editor has been published. This is corroborated by the editor. In no way does this involve a criticism of the editor. Actually he has done just what the Executive Council has directed. The Association needs to face the problems (a) "What shall be the content of the Proceedings?" and (b) "Would it be advisable to establish an editorial

board to work with the editor of the Proceedings?" At present it appears to be too much work and responsibility for one person.

The analysis of the Proceedings has been a healthy professional experience for the committee. It has brought to light several fundamental questions which the Executive Council, the Officers, and Membership-at-Large should face and act upon.

TABLE: SUMMARY OF TOPICAL ANALYSIS OF CPEA PROCEEDINGS BY FIVE YEAR INTERVALS, 1931 -- 1954

General Subject	Number of Articles for 5-Year Periods					Total	Approximate Percentages
	1931 1935	1936 1940	1941 1945	1946 1950	1951 1954		
1. Accreditation	--	--	--	3	2	5	1.0
2. Athletics	6	7	2	14	5	38	7.0
3. Committee Reports	13	17	9	32	50	121	25.0
4. Extramurals	1	--	--	--	--	1	0.2
5. Facilities	4	1	--	2	--	7	1.0
6. Football	3	1	1	--	2	7	1.0
7. Health	4	2	2	--	8	16	3.0
8. History	1	1	--	--	3	5	1.0
9. Intramurals	11	10	4	20	14	59	12.0
10. Military	--	4	11	2	2	19	3.2
11. Personnel	--	--	--	1	5	6	1.0
12. Philosophy	3	7	--	3	4	17	3.0
13. Physical Educ.(Gen.)	21	24	15	5	31	96))	
Adapted	4	1	--	--	2	7) 103	30.0
Service Program	--	10	4	14	12	40)	
14. Physiology	--	1	--	--	4	5	1.0
15. Psychology	1	2	1	--	1	5	1.0
16. Recreation	--	2	2	--	1	5	1.0
17. Teacher Educ.	11	9	2	13	15	50	10.0
18. Outdoor Educ.	--	1	--	--	1	2	0.4
TOTALS	83	100	53	109	162	507	

DISCUSSION OF THE PURPOSES OF THE COLLEGE PHYSICAL EDUCATION ASSOCIATION

H. Spurgeon Cherry
University of Florida

One of the assignments of this committee is to appraise the purposes of this association. In approaching this assignment the committee used as a starting point, the five purposes (objectives) as presently stated in the Constitution. As a second step, an effort was made to consider any other purposes which might conceivably be regarded as the legitimate consensus of this group. In assembling this second group of statements the committee sought to bring into focus some of the newer challenges facing this organization and the profession at large. Among these were the need for developing inter-disciplinary relationships with kindred fields of knowledge, to define and work toward the solution of major issues and problems confronting the profession, and to strive for improved public relations through increasing the understanding of the nature and purposes of physical education.

The committee realizes the difficulty of getting unanimous agreement on any statement of purposes due to the diversity of interests represented within the membership. It also realizes any statement of purposes must at once be broad in scope to satisfy these diverse interests and at the same time recognize and attempt to deal with the specific problems and issues of concern to our profession.

In working toward final recommendations in this area the committee sought to broaden the base of its thinking by seeking from the association membership reactions to these statements. These reactions are shown on the tabulated responses to the questionnaire appended to the committee report.

The committee is not drawing any final conclusions or making any recommendations at this time. Its idea is to acquaint you with the nature of its deliberations and enlist your aid in order that the final statement is truly representative and will serve as a clear-cut guide as we appraise the structure and functions of the College Physical Education Association.

THE FUNCTIONS OF THE C. P. E. A.

Lloyd M. Jones
Pennsylvania State University

In the 58 years which cover the evolution of the Society of Gymnasium Directors to the present, many changes have taken place on the college campus and in the schools; similarly many changes have taken place in the professional organizations including the C. P. E. A. While the general purposes of professional organizations of most types have remained the same there have been many changes in the ways in which these major purposes are achieved. In the C. P. E. A. there have been many changes in the structure, in the title, in the membership, and in the constitution. The number of members has increased from 30 in 1900 to more than 500 at present and the members now represent every section of the country, and many kinds of institutions.

From the very beginning the C. P. E. A. has concerned itself with the advancement of physical education in colleges and universities by means of an exchange of ideas among its members and an active participation in projects of various types, either alone or in cooperation with other associations or agencies. Two of the earlier projects were the development of a series of strength tests and the preparation of a standard terminology in an effort to unify the new field of physical education which was coming into the college curriculum. In the early years, various surveys were conducted in order to ascertain the extent to which physical education was being taught in colleges. Committees on administration, on curriculum, on staff were assigned tasks to perform with reports to be made at the annual conventions. One of the earliest interests of the Society of Directors of Physical Education in Colleges was in construction, materials and equipment. The report of this committee greatly influenced the practices in gymnasium construction for many years and was recognized as the standard for architects.

During World War I and World War II, the Association took an active part through the work of its members and as an organization. It has worked cooperatively with other national associations on important problems. It has sponsored or cooperated in many important conferences such as the Jackson's Mill Conference on Facilities; the Jackson's Mill and Pere Marquette Conferences on Teacher Education; Recent Washington Conferences on Physical Education for College Men & Women; and Intramural Sports for College Men & Women. It has cooperated with other associations, notably the N.C.A.A. and the A.A.H.P.E.R.; it is affiliated with the latter, our largest national organization. Recently it has participated as a member of the American Council on Education.

Many other projects have been undertaken in recent years including public relations, inter-collegiate athletics, curriculum research, and problems of college physical education. Many of its publications have become standard references in the professional literature and its Annual Proceedings is invaluable to students in physical education as well as association members.

One of the major functions of the Association from its founding has been the holding of its annual convention. The one we attend today is the 58th in the series, unbroken except for the war period when regional conferences were held due to travel restrictions. The program arrangement has seen many changes over the years but the purposes have been, in general, the same. The fellowship and exchange of ideas among friends who were in comparable situations have been features of the annual meetings. At these annual get-togethers the various committees have made reports of their work including recommendations for action; formal papers have been read, discussions held and the business necessary to the conduct of its affairs has been transacted. By the very nature of the Association, the annual conventions have not been attended by large numbers of members.

In the query which our general chairman sent to the members this Fall, it was stated that the basic functions of the association fall into two major categories: ''1) the practical, on-the-job, responsibilities faced by all administrators, coaches, and teachers in colleges and universities; and 2) the sponsorship and support of activities which push forward the frontiers of physical education with respect to advanced thinking, new knowledge, and improved educational services.'' The members were invited to indicate their reaction to two questions concerning the proper functions of the Association. The first question was ''Shall we continue our emphasis on highest quality of educational services through: 1) Service class instruction; 2) Intramural sports programs; 3) Undergraduate Teacher Education; 4) Graduate Teacher Education; and 5) Inter-collegiate Athletics.'' The responses were overwhelmingly in favor of the continuation of consideration of all of these topics by the association. From the 223 responses received, 204 indicated a primary interest in under-graduate teacher education and 188 in the graduate teacher education. Service class instruction was of primary concern to 190 members and Intramural sports programs basic to 185. Inter-collegiate Athletics was felt to be a primary function by 133 of the members. Few members felt that we should reject any of these areas as proper ones for the Association to consider. The majority of those who responded felt that the Association should give the fullest attention to the Service class instruction.

The second question to which the members were asked to respond was, ''Shall we increase our emphasis on: 1) Advanced philosophical thought, scholarly publications and scientific and scholarly presentation at certain sessions of Association meetings; and 2) Basic research and experimentation designed to increase knowledge, improve organization, procedures and method, and upgrade the quality of educational services through physical education''. One hundred and fifty five (155) members were of the opinion that an increase of emphasis on advanced philosophical thought and its presentation was of primary importance; 58 thought that it was of secondary importance, while only 4 would reject this as an important function of the Association. One hundred and seventy eight (178) members were of the opinion that basic research and experimentation should be given an increased emphasis; 36 would give it secondary emphasis while only 3 would reject it as an important function. It would seem that the members would prefer to continue to spend a considerable amount of the time and resources to those functions which have been for many years high in the list of priorities of the C. P. E. A. The problem appears to be getting a proper balance so that no one area will be given the major share of attention at the expense of any other. In the query the members were invited to suggest other functions which the Association should perform and to make other comments. Several members indicated that they felt that the Association should do all that it can to promote and encourage research among its members even though the Association itself could not do so. Many felt that the C. P. E. A. should be the channel through which research results could be disseminated among its members. Some felt that there should be a closer integration of the efforts of our members with those who are working in the secondary schools and elementary schools since these programs are a reflection of what is learned by teachers in our colleges. One suggestion was made that greater use be made of representatives of institutions of various types and sizes in the various projects of the Association.

It is anticipated that one of the results of the work of the present committee will be a revision or clarification of the stated objectives as they appear in the constitution. Any recommendations made by the committee concerning the functions of the association will be directed to aligning the functions of the association more closely with the stated objectives and purposes. Such realignment will probably consist of a shifting of emphases to areas of service which the new times and new occasions demand. Any organization, especially a professional group such as this, should retain a flexibility which makes it possible to readjust objectives and activities to changing conditions. If the anticipated increase in the college enrollments materializes there will be an even greater job to do by the C.P.E.A. and its members on every college campus.

The functions of the C.P.E.A. may be divided into two time periods. The first is the 362 days between the holding of the annual convention. It should be clear that, while the holding of the annual convention is an important feature of the year, the most important work as an association is the year-round job which it does through its committees and by its individual members. From the early beginnings it has been a working organization and while it was small, practically all of its members were actively at work during the year on some project of the Association. A review of the early as well as the more recent Proceedings impresses one with the great amount of work which has been accomplished over the year. The sponsorship of national conferences, the cooperative work with other groups such as the National Collegiate Athletic Association, the American Student Health Association, the American Association of Colleges for Teacher Education, the National Committee for the Improvement of Professional Preparation in Health, Physical Education and Recreation, the Coordinating Committee on Collegiate Problems of Teacher Education, and the National Association of Physical Education for College Women have brought results far greater than is generally known. Our participation with other groups in the area of international relations through international congresses has exerted an influence beyond the borders of this country. Its many publications through the years, especially the Glossary of Terms, and Physical Education Curriculum have been real contributions to the literature. Several researches in physical education have been given their initial start by the C.P.E.A.; others have been sponsored by it. Many studies have been conducted by its own members and the results reported in the Proceedings.

That the C.P.E.A. is a working association is evidenced by a review of the lists of committees which are found in each issue of the Proceedings. In addition to the committees which are appointed to carry on the internal operations of the Association there are committees on Construction and Equipment, Curriculum Research, Film Projects and Television, Foreign Relations, Intramural Sports, Problems in College Physical Education, Required Service Program, Teacher Education, Public Relations, Tests and Measurements and Policies. One hundred and eighty one (181) names of members are listed in the membership of these committees. Ten names of members are listed as representatives on joint committees such as the American Council on Education, Coordinating Committee on Collegiate Problems of Teacher Education, Armed Services, College Physical Education and Athletics, National Committee for the Improvement of Professional Preparation in Health Education, Physical Education and Recreation, and as a delegate to the Representative Assembly of A.A.H.P.E.R. Many names of members are listed on the other committees including the Executive Council, Membership, Necrology, Nominations, Resolutions, Constitutional Revision, Districting of C.P.E.A., Operating Codes, Convention Publicity, Local Arrangements and Special Service Awards. Including duplications, there were 191 members at work this past year, on some project of the Association.

For many of our members the three days which are generally used for the annual convention are most significant. Since the membership includes men from all sections of the country, as well as Hawaii, Puerto Rico, Canada and the Philippines, the annual conventions are not in general attended by a large proportion of the members. However the papers presented and the discussions held are of great value to the profession. For the past 58 years the annual conventions have been one of the more important functions of C.P.E.A. There is general agreement that these meetings are extremely important for all of the members. Like many other professional groups our Association has attempted to make the annual convention a climax of the year round work of its members.

In summary it can be said that the functions for the past 58 years of C.P.E.A. have met, at least in part, the needs of its members. Evidence of this is in the steady growth of its membership and the influence which it has exerted in physical education in colleges and universities through the years. There is little doubt that the coming years will bring new and greater demands upon higher education in all of its areas of study and service.

It is our duty to engage in continuous self-appraisal in order that our functions will be geared most closely to our responsibilities. A great deal of good should come from the work of this committee.

REPORT ON THE STRUCTURE OF THE C.P.E.A.

B. H. Massey
University of Maryland

The purpose of this report is to present the organizational structure of the College of Physical Education Association as it now exists and to indicate the attitude of the membership toward this structure. The sources of information have been the 57th and 58th Annual Proceedings, the November 1955 questionnaire which was circulated to the entire membership, the Constitution appearing in the 58th Annual Proceedings, and personal communication with various members of the Association, particularly the chairmen of various committees. The accompanying schematic organizational chart depicts the current structure of the College of Physical Education Association as visualized by the writer.

The present structure of the College Physical Education Association is not based upon any preconceived plan, but reflects the growth of the organization through the years. Consequently, it is a rather loosely knit organization with all of its workings proceeding on a committee basis, (see organizational chart). Membership is restricted to males involved in some phase of higher education. Administrative control resides in a five member committee termed the Executive Council. The Council members are the President, President-Elect, Immediate-Past-President, Secretary-Treasurer, and the Member at Large. All of these are elective offices.

The work of the organization is carried out by the following kinds of committees: President's Committees, Continuing Committees, Standing Committees, and Joint Committees.

1. President's Committees are appointed by the President and expire with his term of office. Their function is to carry our any assignments specified by the President.
2. Continuing Committees are authorized by vote of the membership with members of the Committee appointed by the President and approved by the Executive Council. The term of a Continuing Committee extends until terminated by official vote of the membership. These committees deal with specific problems or projects.
3. Standing Committees are authorized by vote of the membership with members appointed by the President and approved by the Executive Council. Standing Committees are assigned tasks which extend indefinitely. Membership is rotated with no person appointed for a term to exceed three years.
4. Joint Committees are authorized by the Executive Council and appointed by the President. These Committees deal with problems and projects in cooperation with one or more other associations or organizations.

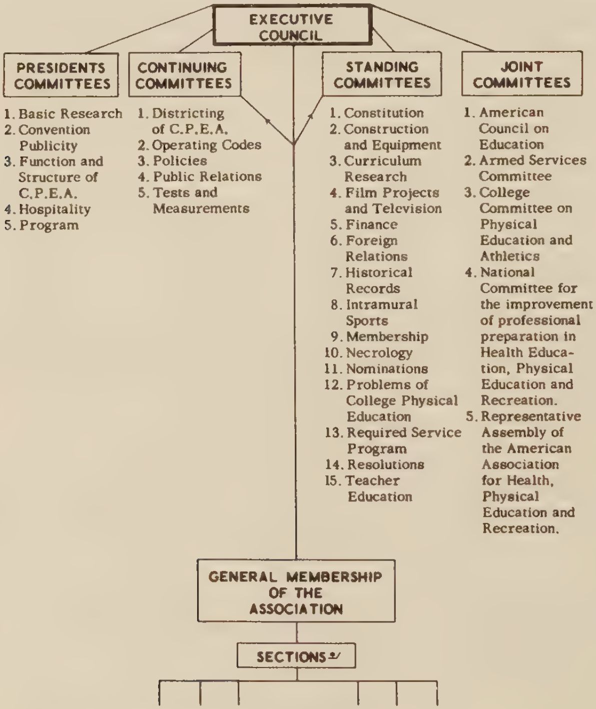
The new constitution makes provision for Sections based on areas of interest; but, to date, Sections as such do not exist. Certain Standing Committees, however, appear to have been functioning almost like Sections, e.g. the Curriculum Research Committee and the Intramural Committee.

On the basis of the available information, including the results of the questionnaire, it is concluded that the majority of the membership of the Association is not satisfied with the present organizational structure and would like to see the following changes made:

1. The elimination of certain Standing Committees which appear to have outlived their usefulness.
2. The formation of Sections along the lines of specific interests such as intramurals, basic research, etc.
3. Expansion of the Executive Council and/or a change in administrative procedures so that the control of the organization will not reside in the hands of so few people.

Many members in expressing their opinions emphasized the view that any changes should be in the direction of greater simplicity, rather than increased complexity. It is noteworthy that most of the structural changes desired by the membership and those being considered by this committee are presently authorized in the new constitution which went into effect during this convention.

I. Organization of C.P.E.A. - 1955.


EXECUTIVE COUNCIL
PRESIDENTS COMMITTEES
CONTINUING COMMITTEES
STANDING COMMITTEES
JOINT COMMITTEES
1. Basic Research
2. Convention Publicity
3. Function and Structure of C.P.E.A.
4. Hospitality
5. Program
1. Districting of C.P.E.A.
2. Operating Codes
3. Policies
4. Public Relations
5. Tests and Measurements
1. Constitution
2. Construction and Equipment
3. Curriculum Research
4. Film Projects and Television
5. Finance
6. Foreign Relations
7. Historical Records
8. Intramural Sports
9. Membership
10. Necrology
11. Nominations
12. Problems of College Physical Education
13. Required Service Program
14. Resolutions
15. Teacher Education
1. American Council on Education
2. Armed Services Committee
3. College Committee on Physical Education and Athletics
4. National Committee for the improvement of professional preparation in Health Education, Physical Education and Recreation.
5. Representative Assembly of the American Association for Health, Physical Education and Recreation.
GENERAL MEMBERSHIP OF THE ASSOCIATION
SECTIONS*/

*/ Authorized by the Constitution but not yet established.

COMMITTEE ON FUNCTION & STRUCTURE

QUESTIONNAIRE TO C.P.E.A. MEMBERS*/
Summary

I. Objectives

What do you feel should be the real purposes of the Association? (Please check your reaction to the purposes below as: P for primary; S for secondary; R for reject as a purpose.)

NOTE: Objectives Nos. 1-5 are as presently stated in the Constitution.

	P	S	R
1. To awaken and promote an intelligent interest in and improvement of teaching and administrative standards	198	17	7
2. To acquire and disseminate accuract professional information	187	39	4
3. To establish techniques of promotion that insure an adequate and comprehensive program.	131	67	14
4. To pursue research that advances the profession of physical education..	165	45	7
5. To assist all members of the Association in accomplishing the above objectives.	156	44	17

Objectives Nos. 6-13 are submitted by the Committee for your consideration.

6. To define and work toward solution of the major problems and issues confronting the profession.	195	15	1
7. To develop interdisciplinary relationships with kindred fields of knowledge for the light they may shed on the nature and values of physical education; (e.g., anthropology, psychology, sociology, physiology, sports medicine.).	85	128	5

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*/ Number of respondents, 223.

	P	S	R
8. To encourage the development and research of able scholars in physical education and provide a platform for the results of their endeavors.	134	76	6
9. To work for balanced progress along the total physical education front; philosophy, administrative policies and procedures, professional education, service teaching, sports programs and research.	163	49	5
10. To advance physical education, health education and recreation in institutions of higher learning.	181	24	8
11. To develop and conduct joint service and research projects with other cultural components concerned with the national welfare (e.g., medicine, branches of the Federal Government, sports organizations, scientific groups.)	71	144	3
12. To strive for improved public relations through increasing the understanding of the nature and purposes of physical education. . .	165	46	4
13. To maintain good liaison between colleges and secondary and elementary schools for the improvement of physical education services to American youth..	130	82	6

II. Functions of the Association

It is believed that the Association, through its members, has certain basic functions which fall into two major categories. These are:

the practical, on-the-job, responsibilities faced by all administrators, coaches and teachers in colleges and universities, and

the sponsorship and support of activities which push forward the frontiers of physical education with respect to advanced thinking, new knowledge, and improved educational services.

Toward these ends the Committee asks you to record your reactions to the following as functions of the Association. (Please indicate your reaction as: P for primary; S for secondary; R for reject.)

Should we continue our emphasis on highest quality of education services through:

	P	S	R
1. Service class instruction.	190	11	0
2. Intramural sports programs	185	37	1
3. Undergraduate teacher education	204	17	1
4. Graduate teacher education	188	31	2
5. Intercollegiate athletics	133	79	8

Shall we increase our emphasis on:

	P	S	R
6. Advanced philosophical thought, scholarly publications and scientific and scholarly presentations at certain sessions of Association meetings.	155	58	4
7. Basic research and experimentation designed to increase knowledge, improve organization, procedures and method, and upgrade the quality of educational services through physical education..	178	36	3

III. Structure

Please express your reaction to the following ideas regarding structure. Indicate your reactions as accept or reject. Check as many as you wish. Read items 1 through 8 before registering your opinion.

1. The Association should be organized into specific interest sections somewhat as listed below:

	A	R
Service Program	150	17
Undergraduate Teacher Education.	148	21
Graduate Teacher Education	139	28
Exercise (general, therapeutic)	79	75
Intramural Sports	146	18
Intercollegiate Sports	114	45
Basic Research	143	25

2. The Association should be organized on a more simplified type of section plan involving fewer sections which cut across functional lines. For example: administration; teaching; research.
accept 108 reject 79

3. If you favor the section type of Association organization, either #1 or #2 above, do you feel each section should elect its own officers and determine its own program?
accept 132 reject 68

4. The Association should be organized so that there is approximately an even weighting given to section or specific interest, and common purposes and general interests.

   accept 166 reject 26

5. Some feel that the present Executive Council should be increased in size to provide more adequate representation for the membership.
   a) Do you feel that the size of the Executive Council should be increased?

      Yes 123 no 83

   b) If you feel that it should be increased, what plan do you favor?
      1) Representatives from specific (section) interests (e.g., teacher education, intramural, etc.)

         yes 88 no 25

      2) Representatives elected by geographical district or region.

         yes 72 no 39

6. Do you favor the provision somewhere in Association structure for greater stress on the development of philosophical concepts and advanced professional thinking?

   yes 160 no 40

7. Do you favor provision in the structure of the Association for strong support and sponsorship of basic research?

   yes 169 no 35

8. The 58th Annual Proceedings, 1955, lists some thirty committees, some of which like the Problems Committee, are divided into many sub-committees. Practically all of these committees report some time during the annual Association meetings. These reports are usually published in the Proceedings.

   Will you please take a look at the 58th Proceedings and record your reaction to the statements below?
   a) I like the present structural arrangement in which committees conduct meetings in their areas of interest and also report at general sessions and business meetings.

      accept 99 reject 65

   b) The committee organization is too complex and seems to be more "professional window dressing" than functional.

      accept 92 reject 67

   c) The structure of the Association is in need of complete re-study in order that committees of limited value may be disbanded; overlapping and duplication avoided and the basic functions of the Association carried on through a carefully designed and effectively functioning committee structure.

      accept 170 reject 22

IV. Association Meetings

It is the purpose of the Committee on Function and Structure to find out from the membership, reactions to Association meetings so that the best interest of all may be served. Your considered reactions are requested to the statements below:

1. Association meetings should be held in large population centers like New York, Chicago, Detroit and Philadelphia where a majority of members live.
   yes 115 no 68

2. Association meetings should be moved around the country on some plan of regional rotation.
   yes 149 no 43

3. Meetings should be held annually as at present.
   yes 153 no 36

4. Meetings should be held biennially in an alternating arrangment with the biennial meetings of the A.A.H.P.E.R. For example, A.A.H.P.E.R. meetings in 1956, C.P.E.A. meetings in 1957.
   yes 61 no 114
   a) Best time of year for meetings is:
      Fall 17 Winter 142 Spring 43 Summer 2

5. The present pattern of Association meetings is good and no changes are needed.
   yes 54 no 102

6. The present pattern of meetings needs careful re-study aimed at better organization.
   yes 135 no 29

7. The quality of the meetings (presentations and organization) has been:
   Good 82 Fair 91 Poor 8

8. Some plan needs to be developed whereby program plans are screened to insure meetings of highest quality and of greatest interest to members.
   yes 167 no 22

9. The balance between general sessions and section type (e.g., intramurals, teacher education) meetings: (Please indicate opinion by a check.)
   a) Is about right 117
   b) Should favor more general sessions 25
   c) Should favor more section-type meetings 43

10. The programs at general sessions should deal largely with scholarly scientific and philosophical papers; important research reports and presentations and discussions of major issues confronting the Association and the profession.

yes 160 no 30

11. The reports of meetings as presently published in the Proceedings: (Please check)
    a) are satisfactory 156
    b) are not satisfactory 30 (Check reasons below)
        1) poor quality 30
        2) deal with unimportant matters 22
        3) too lenghty 21
    c) Should be carefully screened by an editorial board or committee so that only significant reports, papers of scholarly stature and important research are published.

yes 123 no 44

____
Committee on Function and Structure

Signature of Respondent__________________________

College or University____________________________

AN EVALUATION OF THE PATTERN OF THE ANNUAL C.P.E.A. MEETINGS

Thos. E. McDonough
Emory University

It is the purpose of this report to consider the pattern of the annual C.P.E.A. meetings. Such factors as (1) the time of meeting, (2) the duration of the annual conventions, (3) the geographical location, (4) the character and number of sessions. (5) the business meeting, (6) special features such as banquets, (7) the use of persons from related disciplines on the program and (8) general administration and published reports of meetings, will be considered and appraised. This evaluation results from a study of a questionaire tendered to the C.P.E.A. membership; from a study of a sampling of printed convention programs; from a review of a sampling of Presidential addresses to the membership as printed in the annual Proceedings; and from personal observations of meetings from the standpoint of a past president, a committeeman and a program participant. Opinions have also been solicited from many old and new members.

Before 1950 the C.P.E.A. seldom enrolled over 250 to 300 members. This membership consisted for the most part of college directors who seemed satisfied with a simple, structured organization. Convention attendance was small (100 or more) and every one knew every one else; this was conducive to the formation of informal discussions. An analysis of programs in the middle thirties revealed that six committees plus the Executive Committee were made up of twenty-three different individuals (about one sixth of the total membership). The N.C.A.A. and C.P.E.A. often met in joint session. All C.P.E.A. meetings were usually of two day duration, the second day consisted of joint sessions with the N.C.A.A. The C.P.E.A. pattern of meeting was as follows:

1. A opening general session
2. Intercollegiate Athletics Section
3. Intramural Athletic Sections
4. Teacher Education Section
5. Required Physical Education Section
6. General Session
    (a) Reports of Committees (2)
    (b) Treasurers Report
    (c) Election of Officers
7. Convention Banquet

During these joint meetings attendance was usually poor at section meetings. This was due in part to delegates attempting to perform ''double duty'' on programs and committees for both organizations. (C.P.E.A. & N.C.A.A.)

The 1955 program describes a three day convention with twenty standing committees and five presidents committees with a total membership of over 150 different individuals (approximately 1/4 membership). This fifty-eighth annual meeting included a one day pre-convention meeting devoted to Teacher Education. The regular convention program consisted of the following segments:

1. Four general sessions including a luncheon meeting.
2. Two Intramural Sports Sections.
3. Two meetings devoted to Problems of Physical Education.
4. One meeting devoted to the Physical Education Program.
5. One section on International Relations.
6. One section on Teacher Education.
7. One meeting on Intercollegiate Athletics.
8. Business Meeting
    (a) Report of eighteen committees
    (b) Reports from eight representatives from allied organizations, etc.
    (c) Election of Officers

A sampling of programs from 1935 to the present indicates that there were no convention themes.

Annual convention meetings for the most part have been held in New York and Chicago and infrequently in other large cities in the East and Mid West. The convention was held in the South once and has only been held West of the Mississippi river once, and this was only 200 yards West, in St.Louis. This has probably been due to the concentration of members on the Eastern seaboard and in the Mid West.

The programs of conventions for the most part have been kept within the ''family''. Most convention programs list one or two speakers representing other disciplines. Those representing allied fields usually participated on banquet or general session programs.

The questionaire sent out by the C.P.E.A. Committee on Function and Structure seemed to indicate general satisfaction with the present pattern of conventions at the same time feeling that some changes are needed. The returns were two to one in favor of moving the convention around the country on some plan of regional rotation. The vast majority of respondents felt that meetings should be held annually as at present, and that the best time of year for the meeting is in the winter. A majority indicated that the present pattern of meetings needs careful study and better screening to insure meetings of highest quality. The vote was two to one that the balance between general sessions and section type meetings is about right. The vast majority (five to one) agreed that general sessions should deal largely with scholarly, scientific and philosophical papers, important research reports and presentations and discussions of major issues confronting the association and profession. The reports of meetings as published in the Proceedings are satisfactory (about five to one). At the same time it was strongly felt that reports to be printed in the Proceedings should be carefully screened by an editorial board or committee so that only significant reports, papers of scholarly stature and important research are published.

In the final analysis the findings seem to reflect a ''healthy concern'' to better our structure for conventions and to bring forth the great potential which is inherent in our organization and membership. Some one has said that the C.P.E.A. as an organization was never particularly powerful in the sense that it has great influence and bearing byyond our own membership. Through a review and study of our past performance we may secure the recognition which our profession warrants; further we may better explore and utilize the great resevoir of talent which exists in this organization.

THIRD GENERAL MEETING

Presiding, T. K. Cureton
University of Illinois

"Future Needs for Basic Research in Physical Education"

The Analysis of Physical Education and Athletic Activities and the Effects Produced by such Programs, T. K. Cureton, University of Illinois

Physiolocial Aspects of Human Movement and Perception, A. W. Hubbard, University of Illinois

Coordination and Motor Learning, F. M. Henry, University of California

The Effects of Physical Education Activities upon Personality, W. R. Johnson, University of Maryland

The Kinesiological Aspects of Sports, R. V. Ganslen, University of Arkansas

Physical Education of a Physiological Nature, Paul Hunsicker, Univ. Michigan

Basic Research relating Physical Education to Health, W. M. Staton, Wayne University.

Basic Research relating Physical Education to Physiology, F. R. Steggerda, University of Illinois

Basic Research in Physical Education Related to Child Development, C. H. McCloy, University of Iowa

Basic Research Relating Physical Education to Sports Medicine, J. B. Wolffe, Wolffe Clinic, Philadelphia

The Physiological Implications of Medical Rehabilitation, Ernest Jokol, University of Kentucky

Basic Research in Determining the Inherent Worth of Activities, L. A. Larson, New York University

Implementing Basic Research in Physical Education, B. H. Massey, University of Maryland

Opportunities for Advancement of Physical Education Knowledge, L. E. Morehouse, University of California, Los Angele

THE ANALYSIS OF PHYSICAL EDUCATION AND ATHLETIC ACTIVITIES AND THE EFFECTS PRODUCED BY SUCH PROGRAMS

Thomas Kirk Cureton
University of Illinois

What is Basic in Physical Education Research?

There are no aspects more basic than (1) What good can we do for people by having them participate in various physical education and athletic activities? What benefits accrue over a period of a season, a year, several years? (2) To what extent do we educate people to maintain fitness throughout life? To what extent do they do it? (3) What effects do the physical activities have? Psychologically? Socially? Anatomically? Since there are several types of effects, it is agreed that there are several disciplinary approaches to research.

Collaboration with Other Fields

Some of the help that we need will come from several related sciences; some of it will come from joint attack, i.e., two departments working together on a problem; and some of it may come from elaborate ''teams of scientists'' working under government or institute financing. However, the writer is not impressed with the feasibility of bringing all types of scientists into the physical education fold to work on physical education problems and the best that can be hoped for in the ten years ahead is some consulting help and a small amount of part-time help.

Types of Evidence

Most of what is accomplished of value will probably be done by physical educators obtaining direct evidence by studying the activities in a direct and realistic manner.

DIRECT EVIDENCE OF THE EFFECTS---resulting from the measurement of activity programs from the start to finish of a semester or year of participation, or a sport season.

A. Scholastic, Mental and Social Effects (including Personality)
B. Motor Fitness Effects (Balance, Flexibility, Agility, Strength, Power, Endurance)
C. Effects Upon the Cardiovascular System
D. Effects of Specific Sports Upon Various Anatomical, Physiological, Psychological Measures

E. Accidents, Injuries and Pathological Effects

ASSOCIATED EVIDENCE---relationship evidence which has a bearing but based upon restricted exercise of humans under limited laboratory simulations rather than the program itself; human data on the opposite sex; human data from other fields; inter-relationship data; and data from related physiotherapy or programs other than exercise.

INDIRECT EVIDENCE---data from animal experiments which are suggestive but do not establish the same results for humans.

Physical education is now established well enough at the graduate level to guarantee that much of value can be obtained by putting ably trained young Ph.D.'s to work to obtain the evidence by case studies, parallel group studies and group comparisons. Hunsicher's report[1] shows 16 Universities and Colleges with respectable laboratory facilities within the physical education department and 35 institutions with plans for such laboratories.

Laboratory Conditions Vary From The Environment of the Pool Gym, Camp or Field

It does not seem practical, nor is it historically true, that the effects of physical education, training and athletics upon the participants can be solved in the usual biological, physiological, bacteriological, nutrition or psychological type laboratory where the emphasis is upon law and principle, fundamental as these are. In years of casual contact with various such laboratories we are still without the main evidence needed, meaning the DIRECT evidence resulting from the study of the effects of the games, sports and activities themselves. What is discovered on the rat, the cat or the guinea pig is only suggestive of what may occur in humans. An even greater difficulty is the inability of the usual scientific laboratory to exactly reproduce the environmental conditions of the swimming pool, gymnasium, camp or play field. Moreover, the motivation and the total spirit is never the same. Only in a very limited, vague and unsatisfactory way can the animal laboratory indicate what improvements can result from persistent physical activity of a particular type over a span of months or years. Direct evaluation of the people and also of the changes made in them is needed.

The Gymnasium Laboratory and Human Relations to the Medical Laboratories

The gymnasium (or fieldhouse) type of human laboratory was successfully deloped first at Harvard, at Copenhagen, at Stockholm, and at Minneapolis (University of Minnesota); then others came along at Urbana (Illinois University), at New York University, at Eugene (Oregon University), at Springfield, Mass. (Springfield College), at Berkeley and at Los Angeles (University of California), at Chicago (George Williams College), at Iowa City (University of Iowa), at Ann Arbor (University of Michigan), at East Lansing (Michigan State University), – to mention some of them – and these laboratories are studying many people, before and after single periods of motor activity and also after weeks, months or years of persistent activity (with and without types of dieting). The future should certainly see the expansion of these laboratories as a type. Either that, or the effects of exercises, sports and games will not be studied on humans with sufficient closeness to the realistic setting of the activities to mean much. Because of the remoteness of the general science laboratory,and the unrealistic conditions, the results of scientific work in these has not meant very much as yet to the field or to the people that they aim to serve.

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[1] Paul Hunsicker, "A Survey of Laboratory Facilities in College Physical Education Departments", The Research Quarterly, 21:420-423, (Dec., 1950).

Physical education researchers have much to learn from medical laboratories; also from private institutes (such as, the Fells Institute, Yellow Springs, Ohio) or from government centers (like, the Aviation Research Center, Randolph Field, Texas and the National Heart Institute, Bethesda, Md.)

Most of the quality of research is going to be at the point of *method* but very important also are the environmental conditions, the time available and the place; also, the motivations, the type of subjects and their state of training. For instance, at the University of Illinois we have a good ''Environmental Research Laboratory'' but it is small, so that we cannot take the swimming pool, the running track, the football field, the camp or the playground into it. Many forms of physical education and athletics cannot be studied in it but the effect of environmental variations upon our many tests can be determined as well as the effects of certain types of stress upon a few subjects.

A good part of the research in our field will have to be done in the pool, on the field, playground or in the camp. However, the Illinois Sports-Fitness Summer Day School attempts to bring the natural play and training of boys into the University, where, in close proximity to the Physical Fitness Research Laboratory, there is some reasonable possibility of obtaining adequate measurements of the boys. Even with this advantage, a good deal of the work must be done in the pool, gymnasium or on the fields to obtain the practical measures of performance and to rate the sportsmanship and personality adjustments. Then there are limitations of personnel, portable equipment and lack of time. In spite of these limitations great progress is being made with the gymnasium laboratory and with practical ''field research''

Effect of Physical Education and Athletics Upon the College Man

A recent tabulation and summarization of the effects of physical education and athletics upon the college man shows some of the effects (anatomical, physiological, psychological and social effects) upon college men and women. In this recent summary of 227 unpublished theses[2] culled from 1100 available abstracts and possessed by the National Committee on Thesis Abstracts, of the Research Council of the American Assn. for Health, Physical Education and Recreation[3] the classification showed the following types of research on the effects of physical education and athletic sports upon the participants:

		No. of Unpublished Abstracts
I.	Effects of Combination Programs Upon Motor Fitness (Balance, Flexibility, Agility, Strength, Power and Endurance)	53
II.	Effects of Specific Sports Upon the Participants	50
III.	Effects of Activities and Sports Upon Cardiovascular Fitness	55
IV.	Effects of Activities and Sports Upon Physique	27
V.	Effect of Activities and Sports Upon Mental Attitudes Personality and Scholarship	30
VI.	Injurious Effects, Accidents and Injuries	12
	Total	227

Further documentation of 170 additional published articles shows a good start on evidence which still remains to be smoothly integrated and more knowledge is needed to fill in the gaps. Very little of this direct evidence appears in the physiology of exercise books because of reasons already stated.

Schedule of Tests

A comprehensive schedule of tests has been arranged for the measurement of physical fitness changes covering physique, cardiovascular condition, motor fitness and personality components.[4] Adequate procedures for psychological testing have not yet been devised for preadolescent children but better tests are available for adults. Personality and sportsmanship evaluational tools should be improved.

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[2] T. K. Cureton (editor and compiler), Effects of Physical Education and Athletics Upon College Men, Urbana: 213 Huff Gymnasium, University of Illinois, 1955 (Dec.) pp. 70 ($2.00).

[3] Committee on Thesis Abstracts, 1951-54 (T. K. Cureton, Chairman, of the Research Council of the Am. Assn. for Health, Physical Education and Recreation).

[4] T. K. Cureton, ''Physical Training Produces Important Changes, Psychological and Physiological'', pp. 46-63. Sport Medicine, Helsinki: Occupational Health Institute, 1953. (ED. by M. J. Karvonen).

Testing schedules will recognize more rather than fewer of the many specifics in physical fitness, i.e., in body type and proportions for specific sports and for overall health; in types of cardiovascular condition (ability to resist gravitational ptosis, anxiety stress effect, maximal cardiac output under effort, habitual circulation and antonomic balance); and also more specifics in the basic motor components of balance, flexibility, agility, strength, power and endurance. Likewise, there will be recognition of the enlarged number of components in personality, such as, the Cattell 16-Factors.5/

The relative improvability of these specific components will be studied under different conditions of (a) formal vs. informal (b) aquatic sports vs. games and land sports (c) competitive sports vs. recreational sports (d) required participation vs. optional participation (e) male vs. female (f) light vs. heavy dosage.

Effect Upon Children The Research Council of the American Association for Health, Physical Education and Recreation, established a sub-committee6/ in 1954 to study the "Effects of Physical Education and Athletics Upon Children". The results of a number of studies will be presented in the 1956 session of the Research Council, in joint meeting with the American College of Sports Medicine, in Chicago. The main problem is to show the effects of intensive competitive sports on young boys and girls as it may affect growth, physical fitness, temperament and general health.

It is clear that research in this area has only begun. The work should be continued for several years to come. There is a need to compare the efficiency and endurance of children with adults. Comparison of the pre-adolescent performance with those of post adolescent age should be made in many events, just as Dr. Anna Espenschade7/ has done for certain motor performances, and Jones8/ and Dimmock9/ have done for

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5/ R. B. Cattell, "The 16-Factor Personality Test", Champaign: Institute of Personality and Ability Testing, 1608 Coronado Dr. Champaign, Illinois, 1950.

6/ Committee members: H. H. Clarke, T. K. Cureton (Chairman), Franklin Henry, Anna Espenschade, C. H. McCloy and Arthur Steinhaus.

7/ Anna Espenschade, Motor Performance in Adolescence, Washington, D. C., National Soc. for Research in Child Development, 1940. Pp. 126.

8/ Harold E. Jones, Motor Performance and Growth, Berkeley: University of California Press, 1949. Pp. 181.

9/ Hedley S. Dimmock, Rediscovering the Adolescent, New York: Association Press, 1933.

strength and personality traits. Careful cardiovascular data are needed showing the effects of competition. Studies on changes in personality and the nature "critical incidents" influencing personality should be made.

Effect Upon Middle Age (26-60 Years) About twelve years of studying the effect of physical training upon adults has convinced the writer that this area is one of the most important. Preliminary work borne out in some 20 graduate theses shows that men over 40 years of age can make valuable improvements in physical fitness as the result of progressive physical training work. The main problem is how we can do enough of this work and do it well enough, with medical approval and help. There are many unsolved problems in this area, some of which are: (preliminary indications of positive effects on all of these should be much more adequately confirmed under improved controls)

1. Do Recreational or exercise habits affect the length of life?
2. Does exercise of any type or of any amount of dosage affect length of life? Prevent athersclerosis? Affect cholesterol blood levels? Affect lipo-protein alpha or beta values in the blood (ultracentrifuge values)?
3. Does exercise of any type raise the basal metabolic rate in men or women over 40 years of age, so that weight and fat may be kept down to normal or below normal levels?
4. Will an exercise training program reduce the peripheral resistance so that better persistent circulation through the peripheral vessels will result? Are there persistent reductions in blood pressures?
5. Does exercise in the 40 to 70 year span of life serve to offset coronary thrombosis attacks?
6. Is nutrition better if certain ingredients (such as those in wheat germ oil) are fed in connection with programs of exercise which open up to the fullest the circulatory channels?

Most Important Research in the Next Ten Years Letters were received from fifty of the leading directors of research in the American Universities stating their preferences in order for the most important areas of research in the next ten years. These results are as follows:

1. Specific outcomes of physical education in terms of measured results of actual work, showing the extent to which objectives are achieved.

2. Studies to fill in gaps in physical fitness knowledge.

3. To measure the effects of persistent (longitudinal) patterns of exercise and sports upon adults and children.

4. To evaluate the effects of strenuous athletic competition upon children.

5. To continuously study the relationships of exercise to health.

6. To discover the best types of programs and their effects in mental hospitals and in other types of institutions for the handicapped.

7. Scientific analysis of muscular coordination in selected movements in specific sports.

8. Scientific analysis of muscles and improvements in corrective exercises.

9. Study ''Critical Incidents'' which convince participants of the value of the program.

10. To continuously study the effect of physical education and athletics upon children.

11. To discover how to reduce the cleavage between athletics and physical education.

12. Research to relate physical education to child development.

13. Effects of various degrees and kinds of activities and participation: psychological, physiological, anatomical, motor fitness.

14. Research on training methods in each sport.

15. How to live properly for health, efficiency and longevity.

16. Application of electronics to studies of responses of the whole person to physical education environments.

17. Study of learning methods and conditions in all activities and sports.

18. The effects of competition upon girls and women.

19. Studies to re-evaluate the professional curriculum.

20. Use of exercise to minimize the damaging effects of stress.

21. To continuously study the effect of physical training upon the heart and circulation.

Improvement of the Logical Analysis of Problems

A major need is the improvement of the logical analysis of any problem, based upon adequate review of the literature, discussion with experts, better planning for controls, and deeper insight into interpretations. For instance, hard physical training has raised the R and T waves in marathon runners. What is the full long range meaning of this? Or for another, physical training improved the total body reaction times. Was muscle tone improved and is this the reason for improved reaction times? Obviously one problem leads to another.

PSYCHOLOGICAL ASPECTS OF HUMAN MOVEMENT AND PERCEPTION

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Physical education has grown up in the back yard of education and ventured into several other back yards as interest developed -- primarily, physics (mechanics), physiologh, and psychology. The intensive and extensive cultivation of these areas, by research, has produced facts and principles which seem to have some application in physical education. We may glean what seems analogous and present these gleanings as the scientific basis of physical education but this is synthetic. A more critical approach is to test these facts and principles in our own field and determine whether they apply. As we do this, we get into applied research. But research in all areas is expanding rapidly, so we find ourselves being led farther and farther afield. As the exhilaration of the chase wears off, we wonder whether we are merely chasing someone else's foxes rather cultivating our own field. Fundamental research in any area is directed a understanding, explaining, and improving the area. So, in searching for fundamental research areas in physical education, we must first determine the unique characteristics of our field.

As teachers, we seek to develop effective, adaptive, human behavior. In doing this, we find many problems in physical education similar to those in other areas of education--development of knowledge, administration, philosophy and social relations. The primary, basic difference between physical education and other areas of education is that we teach motor, or gross motor, rather than verbal, material. Reactive organisms, including man, have two and only two response mechanisms--glandular secretion and movement. In general, glandular secretion acts internally to assist vegetative processes or alter the internal environment. The overt, adaptive and productive responses are motor. Consequently, all education is essentially physical education--the tangible results come out as movement of some sort, generally speaking or writing. The difference between physical education and other areas may be primarily a difference in degree and emphasis. But, using ''sports'', to characterize the activities of our programs, we teach sports, not words. Effective, adaptive performance in our areas has a much greater physical component than other areas. Skilled performance in our field depends on how well primarily motor activities can be executed, not whether the student can come up with the right word, fact, or combination of words and facts.

We teach sports skills. This is our primary mission. In meeting the general aims of education and trying to educate through physical education, we must not forget that we aim to develop sports skill. Nor can we assume that the other benefits of our program can be assured simply by developing sports skill alone. In short, we must remember our immediate objective in trying to reach our ultimate objectives. But since our primary mission is to develop sports skills, fundamental research in physical education is directed essentially at understanding, explaining, and improving sports skill and, more generally, at investigating and demonstrating the effects and benefits of exercise. Analysis of sports skills necessarily leads us into physics (mechanics), physiology, and psychology, since sports skill is gross motor, human performance. Since the "physical" component necessarily looms large in physical education, the best starting point is the physical-mechanical aspect.

HUMAN MOTOR MECHANICS

Each sport skill from dance to the decathalon has an underlying physical-mechanical problem. This problem consists of translating (running or moving), rotating (twisting or turning), and/or projecting (jumping or throwing) one's own body, sports equipment, or an opponent. Effective, adaptive behavior in sports depends, in part, on ability to solve these problems. Human motion is motion, and the principles of Newtonian mechanics apply as well to animate as inanimate objects. The student, and too often the physical education teacher, is not aware of this problem; but the teacher should know what the principles are and how they apply. This fact was recognized early in physical education research. The best way to understand the application of mechanical principles in our activities is to study them, so we have had a lot of research in this area--and still have.

A recent, comprehensive review of this literature was presented by Cureton and others in "Sports Research Methods". More recently, Bunn has summarized this research in his book, Scientific Principles of Coaching. One cannot deny that the principles are scientific, but the more proper, though less appropriate term, would have been physical or mechanical. Such research is fundamental to physical education, but from the view point of physics or mechanics it would be considered applied because in solving these particular problems in sports we apply well-known physical-mechanical principles. However, we have other problems.

Human motion is also human. Here again we can approach the problem of skilled performance from a mechanical viewpoint. The anatomical relations are essentially mechanical and the tissues structural material. Human movement may be considered as essentially the application of internal, controllable forces to segments of the body. In various combinations, and by action on and reaction with various external resistances, these forces result in what we know as sports skills. Internal body mechanics has been studied extensively in physiology and physical education. (See Research Methods Applied to H., P.E. AND R.pp. 185-186, and recent kinesiology tests.) In physical education, we are interested in effective body mechanics, both internal and external, since the optimum or maximum solution of these problems leads to sports supremacy.

SPORTS SUPREMACY

In some sports, such as track and field, swimming, archery, and bowling, sports supremacy depends in large measure on optimum or maximum solution of internal and external physical-mechanical prolems inherent in the activity. In these sports, we excel in terms of how far, how fast, or how accurately we can do something. These sports differ radically from each other in what they require us to use and we differ in what we have to use, but we differ more in how we use it. Research in these sports is directed at determining what they require, how to develop what we have, and how best to use it. How to develop what we have is primarily a physiological problem; but in assessing the importance of individual differences and developing principles of learning in these activities, we are getting over into psychology.

Before we go on, we should note that developing the best possible solution in individuals is the particular problem of coaches, but teachers also need to know the simplest possible solution. To start a beginner, a teacher needs to know how to reduce the problem to its simplest terms so that practically any student can master the fundamentals quickly. This is not the ''best'' solution, which requires a high degree of skill; neither is it the ''natural'' solution, in the sense that this is the way most beginners try to do it. It is the solution which is fundamentally sound, but devoid of complications, which is natural in the sense that it is simple and easy to learn, and which produces immediate results and appreciable gains.

The basic problem is distinctly different in sports like handball, tennis, football and basketball. We have the physical-mechanical problems. We have the problem of developing distance, speed and accuracy in particular skills. We have the physiological problems of developing condition and fitness. But where teams or individuals compete directly against each other in offensive and defensive maneuvers, skilled performance depends as much on quick, sound solution of problems arising from the movement of objects and opponents as it does on powerful, controlled execution of motor skills. Here, the individual does not only seek to solve a physical-mechanical problem to the best of his ability. He seeks immediately to gain advantages and ultimately to win. In this process, he must solve successive problems of what course of action to take and when to take them. He must execute motor skills and apply force effectively. But in fast, skilled play, the execution must be practically automatic; the primary problem is what to do and when to do it. This is a perceptual problem.

Sports Categories

You are familiar with various categorizations of sports: major and minor, individual and team, contact and noncontact. But sports also differ fundamentally in terms of whether the physical-mechanical problems are primary, or whether the perceptual problems are primary. In all active sports, physical-mechanical problems enter, but in some we must come up with the right motor choice in a hurry. These right choices are not instinctive, but the skilled player makes them so quickly that they appear instinctive. Since most of these sports involve movement of some object in space, most of the cues on which we base our choices are visual--there are exceptions--so we are interested primarily in visual perception.

Control

Before we get further involved, let us return to sports supremacy. The essence of sports skill is control--control of self, equipment and opponents. Physical control of self and equipment involves effective use and coordination of muscular forces for optimum solution of physical-mechanical problems, in other words, human movement. We are in the business of developing guided muscles. Control of opponents involves superior control of self and equipment, but these are previously practiced and remain relatively constant during a game. It also involves superior strategy and team-work, but these are also pre-arranged and known. More fundamentally in discrete game situations, control of opponents involves quick differentiation, discrimination and integration of visual cues. And since your movements convey information to your opponents, these are made as equivocal as possible to keep your motives ambiguous until the ultimate instant when you must disclose them by action.

The intriguing element about the primarily perceptual sports is that they are highly refined guessing games – mental mazes. Football is a primitive, physical battle; but it is also a game in which superior perceptual ability, wit and skill weigh heavily. Supremacy can depend on over-powering an opponent or having superior physical skill; but it can also depend on out-witting an opponent. Overpowering is rewarding to us physical animals; but out-witting is more subtly gratifying to rational, intelligent human beings, either players or spectators. Being out-witted is frustrating, so we try to frustrate our opponents. The principles of producing frustration experimentally have been discussed by Zander and have some relation here.

Emotional Self-Control

Emotional self-control is also important in sports. Emotion is an intervening variable affecting perception and response – it tinges what we see and shows up in how we respond. We consider "emotional behaviour" as behaviour which has been forced to the point of being ineffective and unadaptive, generally by frustration. Leeper promotes the idea that we should consider emotion as an organizing and integrating force, facilitating effective, adaptive behaviour, rather than a disorganizing force. This viewpoint runs counter to the usual treatment of emotion (See Young), but it makes sense in handling athletes. Johnson has presented some studies of emotion in relation to athletics. A backhanded, humorous treatment of psychological warfare in sports has been presented by Potter in his book, Gamesmanship (with the subtitle: The Art of Winning Games Without Actually Cheating). However, since emotion tinges what we see and shows up in how we respond, better understanding of perceptual and motor processes may lead to better understanding of emotional behaviour and emotion as a factor in sports performance.

Strategy

The Theory of Games and Economic Behaviour by Von Neumann and Morgenstern presents an original concept of economic strategy, with important implications in other areas where strategy enters. However, the book requires considerable mathematical sophistication. A simpler, more readable presentation of the essential ideas may be found in Strategy in Poker, Business and War by McDonald, with illustrations by Osborn.

The basic principle is Minimax. One engages in competition for maximum gain, but so do opponents. The rational player seeks to achieve optimum gain in any strategic situation. The optimum gain is the best he can achieve against the best defense—the highest minimum and lowest maximum gain, or Minimax. Secrecy and surprise are important. Each player tries to provide his opponent as little previous information as possible. But to avoid anxiety that if he is found out, he will be surprised and defeated, the rational player assumes that his strategy is known to his opponent. Bluffing is also important. Bluffing consists of acting as though you have either more or less power than you have, providing your opponent with misinformation. However, if you bluff according to some set pattern--if you always line up strong to the right and run to the left--your opponent soon discovers your strategy and beats you. Consequently, bluffing should be randomized and irregular, unexpected.

No athletic course of action is undertaken without risk of opponents capitalizing on your power and deception, using your power and deception to beat you. In seeking maximum gain, we run the risk of total loss. The best way to skin the competitive cat is by Minimax.

Extraneous Variables

In looking for research problems we can be easily led astray, even though we may profit by investigating them. In studying physiological and psychological problems, we may investigate problems which at the time seem fundamental to us, but which the practitioners in our field (coaches and teachers) consider academic and theoretical. In looking for areas in which fundamental problems exist, we must first differentiate from the complex matrix of special abilities those in which there is little or no significant difference between athletes and non-athletes. These are the extraneous variables.

We cannot treat these extraneous variables individually here. We can cite a chapter by Seashore in Steven's Handbook of Experimental Psychology on ''Work and Motor Performance''. This chapter is more concerned with industry than athletics, but it is the one chapter in the book where some reference is made to research in physical education. On page 1342 we find this passage which indicated some of our extraneous variables:

> The question then remains, are certain people significantly better qualified than others to undertake training in any one of these specialized mechanical fields because of certain aptitudes for acquiring such skills rapidly and continuing on to higher levels of attainment? There is little evidence that any particular type of physique is essential to success in the acquisition of mechanical skills, nor is there any significant amount of evidence that scores on athletic performance or on fine motor tests that emphasize speed and precision of hand movements, are related to such mechanical skills as operating or assembling or repairing machines. Nor is there any significant evidence that general intelligence is either positively or negatively correlated with performance on mechanical tasks.

He does not say that differences in physique are unimportant in sports; physique is important in that certain sports favour certain physiques and a person's aptitude for a sport may depend on his physique. But skill is relatively independent of physique, so sports skills may be learned and developed by individuals of widely different physiques.

A little later (p. 1345), Seashore states that ''. . .the pattern of movement involved is likely to be the most important factor.'' The pattern of movement is a well-recognized difference between unskilled and skilled performers. Since the pattern of movement arises from the incidence, amplitude, duration and interaction of muscle, investigation of the principles underlying the coordination of skilled movements is a fundamental research area in physical education.

GUIDED MUSCLES

As teachers and coaches, we aim to develop sports skills. Sports skills depend on guided muscles. Developing sports skill depends on refining what are commonly called gross motor skills. The skilled differ from the unskilled much less in what they have to use, than in how they use what they have. A specific area for fundamental research in physical education lies in developing a sound science of human movement, a sound kinesiology. Physiology and psychology have provided us with diverse facts concerning the structure, function, potentialities and limitations of the neural, muscular, and skeletal components. We must synthesize these diverse facts and principles; but in our synthesis, we must not use what Slater-Hammel calls the ''synthetic'' approach, but the experimental.

My opinion concerning the principle problems and procedures for developing a sound science of human movement have been presented previously. (See Chapter 8, Research Methods Applied to H., P.E. and R.)

The primary key for integrating the relevant, diverse facts and discrepant viewpoints of physiologists and psychologists lies in determining the phase relations between the driving muscular contractions and the movements produced. Human movement on the motor side results from the integrated action of three anatomical components—motor nerves, muscles and anatomical segments (bones and superimposed tissues). Motor nerves set off muscular forces that move segments that produce human movement. But these three systems act back on each other; muscle action and segmental movement produce sensory cues, and segmental movement alters the conditions under which the muscles act. The ''synthetic'' approach assumes that these three systems are in phase; the experimental approach, supported by considerable evidence, indicates that this assumption is false. A dissertation by the author (1950) and a more recent thesis by Karr cover these matters more fully.

Research in skilled, athletic movement as human movement stands a good chance of providing fundamental principles equally applicable to punting and piano playing, speaking and skiing. Athletic skills stand at the ''gross'' extreme of a continuum which has at the other end thinking—sub-overt movements of speech. We can, at least, attempt to solve these problems at our end and attempt to determine whether or not principles of learning and effectiveness developed by psychologists, working primarily with verbal material and motor skills involving little movement, apply at our end. Fundamental research in this area stands a good chance of being considered fundamental in other human sciences because athletic skill is of very remote interest to these researchers—fortunately for us. By getting down to the basic principles of guided muscles, we can at least aid ourselves in understanding the material of our field, and we may, perhaps, aid others. However, sports skills are not exclusively motor—which leads to our second type of fundamental problem.

THE SEEING EYE

What one sees in a given situation depends only in part on visual acuity. Visual acuity determines how clearly we see what is there to be seen; but in sports situations we must analyze and act on what is there to be seen. Our interpretation of the stimulus situation determines our actions. Motor sports involving moving objects require special ability in analyzing and interpreting visual cues, or refined visual perception. Skilled athletes in any directly competitive sport have an amazing ability to analyze, integrate and act on (primarily) visual cues in rapidly changing situations. They have superior visual perception.

Roodworth discusses vision and visual perception (Chapters 22, 23, 25 and 26), and more recently Graham has written about visual perception (see Stevens, Handbook. . . , Chapter 23). But, as Graham says (p. 916), ''The study of perception. . .has a long way to go.'' In fact, the study of visual perception at the athletic end of the continuum has barely started. Sherman (Ohio State) has done some work in this area with athletes, but almost nothing has been published, and Graham does nor refer to any such work.

Winograd showed that in various aspects of visual acuity varsity baseball players did not differ significantly from rejected candidates and general students. Clarity of vision (in the normal range) does not necessarily differentiate athletes from non-athletes—some good athletes have poor vision, although this certainly does not help. When the problem was to discriminate simple differences in stimuli presented in the peripheral field (peripheral perception) Johnson found that an athletic group did differ significantly from a non-athletic, though they were equated on mean foveal acuity. Buckellew confirmed this and also found that various athletic groups differed from a non-athletic group in their ability to respond quickly to peripheral visual stimuli. Furthermore, the athletic groups differed from each other according to the degree to which the sport required them to respond quickly to peripheral stimuli. More recently, Gill studied the effect of practice on peripheral visual reaction time and found that, although the non-athletes were significantly inferior to the athletes and both groups improved considerably, the non-athletes tended to become more like the athletes — had fewer significant differences — after five practice sessions. Erickson reported briefly at the 1954 AAHPER Convention on various "psychological" variables that differentiated athletes from non-athletes. Such studies help us to separate the extraneous variables. But a more basic question is, "What are the perceptual problems in sports?"

An attempt to analyze batting as a perceptual problem was made in "Visual movements of batters." In the introduction to this article, it was pointed out that batting involves a perceptual problem, rather than a reaction time problem, and that this is equally as important as the motor problem. This viewpoint led to some comments by Slater-Hammel and a rebuttal intended to clarify the situation in the October issue of the Research Quarterly.

Coaches instruct players to watch for certain things and skilled players keep abreast of the play by selecting from opponent's actions and the movement of objects various clues on which their action depends. Dubs wait until the action is well underway and make a belated attempt to do something. Quick solution of perceptual problems separates the skilled from the unskilled in sports. But the nature of the perceptual problems in sports has received little concentrated study, either in physical education or psychology. Such research is as fundamental to understanding the material of our field as understanding the physical-mechanical problems of sports, or developing a sound, experimental kinesiology. By research in "guided muscles" and "the seeing eye", we may uncover knowledge and principles fundamental to physiology and psychology. Such research will at least help us to understand what we mean by athletic skill and should help us to hasten the metamorphosis of dubs into athletes, which is our primary job.

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III

COORDINATION AND MOTOR LEARNING

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MOTOR COORDINATION

The term motor coordination requires some definition since it is used in various ways. Literally, a well-coordinated act is one in which all muscles involved in a movement work together cooperatively and in normal sequence to achieve an acurate and efficient movement. It is a movement in which the successive phases follow each other in a harmonious manner in order to achieve the desired end result.

If pursued to the ultimate in one of the possible directions, the study of coordination would lead into kinesiology. A borderline example may be seen in an investigation by Hubbard (9) of the breakdown on coordinated reciprocal movements in running. Another example is a study by Slater-Hammel (16) in which the maximum rate of reciprocal leg movements was found to be faster in cycling than in running.

Pursued in another direction, coordination and skill may be seen to have much in common. Consider a person performing a free-throw in basketball--he might conceivably be well-coordinated but unskillful in his actions; we would be more reluctant to allow that he would be skillful but uncoordinated.

A psychophysiologist might be concerned with the mechanism of the progression reflex in the dog (or, for that matter, in the human)--we would grant that this is a study of coordination, but leading in the direction of neurophysiological details that are the concern of other fields than physical education.

Within these three poles may be found the area that should be of concern to our research workers. Some of the problems are broad and fundamental; their solution will have an impact on our principles and objectives in physical education. Others are more circumscribed; their solution will make possible more correct teaching and more effective athletic performances.

In the broad classification, perhaps the most vital problem facing us is the question of generality vs. specificity in ability to perform muscular activities with a high degree of coordination. By their actions, it is clear that our curriculum planners would spell coordination with a capital C--certain activities must be included in the school programs because they develop The Coordination. On the other hand, the evidence from controlled research gives no indication that there is any quantitatively important unitary function that can be called general coordination. On the contrary, it must be conceded that coordinations are highly specific--it is largely a matter of chance whether an individual who is highly coordinated in one type of performance will be well or poorly coordinated in another. This does not of course exclude the possibility of a few ''natural athletes'' who are so fortunate as to be gifted with a large number of specifics, or the ''motor moron'', that unfortunate individual who has few or none.

We have known of and accepted the consequences of these findings as concerning fine motor skills since the definitive work of Robert Seashore in 1940, and the studies by Harold Seashore two years later (15). But few of us have actually tested ourselves on a pursuit rotor or caught the drops from a pursuit pendulum; from our confortable arm chairs we can discern a difference in kind between ''fine motor coordinations'' and ''gross motor coordinations''. The crucial question is, do our nerves and muscles make such a differentiation. Probably not, if we will be realistic in our examination of the data.

Naturally, we will need to be careful in our thinking and make due correction for variables in common such as athletic experience, or for the presence of differential motivation in those who like athletics and those who hate physical activity. In some types of activities there are obvious physiological factors to consider, as for example in involvement of shoulder girdle strength, or of the ability to secure a large oxygen intake or to tolerate a large oxygen debt. We must also be willing to accept the fact that the amount of individual difference variance that is held in common as between two motor acts in given, not by the correlation coefficient, but by the square of the coefficient. Inspection of the intercorrelations between a great variety of large muscle motor performances reported by Cozens some 26 years ago (3) and by Lloyd Jones 20 years ago (11) reveals ample evidence that large muscle coordinations are just as specific as the small muscle coordinations. Careful study of the data recently presented by Cumbee (4) strengthens this conclusion.

It may be hoped that this issue will be clearly resolved within the next five or six years. Some indication of a trend in that direction may be seen in a recent paper by Gladys Scott (14) on kinesthetic coordination.

There is no need, however, for us to develop an inferiority complex when we have satisfied ourselves that the high school boy or girl who learns to play basketball has learned, not general motor coordination, but basketball. The role of sports and games in our culture is not lessening but increasing. It is just as important to know some sports activities as it is to know how to play the piano or to paint an expressive picture. Some individuals will derive personal satisfaction and sociological values from one, and some from another.

Another broad problem that involves to some extent a change in ways of thinking, has to do with research on proficiency in athletic activity. In the past years we have been inclined to direct our inquiries toward developing some test or battery of tests that can pick out the individuals who have the greatest potentiality for success. This has been our interest in reaction time for example, and when it turns out that scores on this function have little or no value in picking out the gifted sprinter or football player, we have tended to lose interest. It is reassuring, therefore, to see Hubbard and Slater-Hammel battling about the role of reaction time, not as a potential method for picking star performers, but as an element of the game of baseball whose role must be understood if we are to understand how the batter hits the ball (10). Other examples of this re-direction of research effort are to be seen in recent issues of the Quarterly, perhaps enough to suggest that there is now a trend toward analyzing the activities as such; an increasing effort to understand the manner (good or poor) in which muscle actions coordinate with sensory information in performing these activities.

A consequence of accepting the fact that gross motor coordinations as such are quantitatively specific rather than general, is that we will need to show more ingenuity in developing methods of measuring coordiination efficiency in motor performances that are actually used in athletic games or activities. Certainly this will be difficult, but it seems unavoidable.

We have, to a certain extent, set up our own obstacles to progress in this direction. Many of us have tended to evaluate research in our field in terms of its immediate practicality of application--if a measurement is difficult to make, if it requires complicated apparatus, or if it does not yield information that is of obvious practical value to the teacher or coach, we discourage investigation and even attempt to deny publication of studies concerning it. We must free our research from such fetters; we must come to the belated realization that has long since been accepted in so many other fields--namely that the life blood of practical progress is uninhibited basic research. Others among us grant the validity of this principle, but have faith that somehow the "related" fields will do the basic research needed in ours. This is not only wishful thinking but wistful thinking; examination of recent treatises on Physiological Psychology, Experimental Psychology, or of what the abstracting journals can offer under such topics as Motor Skill (or Motor Coordination or Motor Learning) will quickly dispel such a pleasant dream.

The functions to be measured in these proposed studies will certainly include such things as quickness of response, speed on arm and leg movements and efficiency of changing directions, force and accuracy of directional movements, coordinated vs. uncoordinated action of reciprocal and cooperating muscles, and the like. No doubt we will wish to broaden our definition to include both coordination and skill. This will cause us to examine the role of sensory information in the muscular skills under investigation. And we will surely find it necessary to give much consideration to the principles of physics, because otherwise we will be unable to understand the influence of the masses and forces that are involved in changing the motion of objects (which of course includes arms, legs and body as well as the discus, ball or bat.

Many of the basic techniques that will be needed are already available, having been used in studies already done in our field, or in psychology, physiology, kinesiology or physics. Our research workers are unfortunately not very well trained in practical mechanics and electronics, and not as clever as desirable in improvising or constructing special types of apparatus. Help from workers in other fields is of course available, but is less effective because the outsider sees the problem from the view of his own field rather than ours--an electronics specialist, for example, is apt to develop a very complicated device to secure a comprehensive *electronic* answer to an instrumentation problem that could have been handled quite simply in terms of the minimum requirement. As the instrumentation aspect of experimental work becomes more common in our field, and as more institutions install iminimum apparatus shop facilities that are available to graduate students, we will probably find a considerable amount of hitherto unrecognized talent. The problem of developing new kinds of apparatus will, however, remain as a serious limitation in motor coordination research.

Before leaving this topic, the writer would like to emphasize a very important point--namely, that good research is often done with relatively crude equipment, and poor research with very fine equipment. An electronic strain gauge, for example, is a very fine thing to have, if one has the friends or funds to borrow or buy one, but practically every problem in our field that might use a strain gauge in its solution can also be solved *without* it by using other and simpler equipment to measure force. All too often the lack of elaborate laboratory equipment is just used as an excuse; with ingenuity and some old phonograph motors, and an electric clock, cheap springs and a few bits of wire and doorbells, functional equipment for motor skills research is possible. A laboratory is a work-room, it is not a scientific supply house with all conceivable types of apparatus sitting on shelves waiting to be used. One does not need a $120 chronoscope in order to measure speed of movement (2) (5), although it is of course a great convenience.

As to just what problems will receive attention in the next five or ten years, or for that matter, which ones specifically might be suggested for solution, the writer is inclined to be non-commital. Important reearch is not done by someone sitting in a chair, organizing on paper the problem and the method of solution, and the waiting until someone comes along who will follow the writer's instructions and thus solve the problem. Mention has already been made of current activity in baseball batting--this suggests other problems in baseball and parallel analyses of other activities, e.g. tennis. Over the years, there have been investigations of various aspects of coordination in swimming skill, Running, particularly sprinting, has also been studied, but the problems related to ''form'' are mostly still awaiting solution. These examples are enough to show that a beginning has been made. It may be anticipated that future studies will be more deeply analytical of the skills, and also broader in that more of the different aspects of each skill will be studied.

Another type of study that will probably receive greater emphasis is the broader and also more detailed investigation of such things as balancing ability, kinesthetic ability, rhythm ability, etc. as functions per se. Until we have a thorough understanding of these fundamental coordinations, we are greatly handicapped in understanding the skills in which they are involved.

Consider the matter of balance. Sixteen years ago (1) Ruth Bass stated ''Competent judges in the field of physical education consider balance to be one of the essential components of general motor skill'' and went on to discuss an experiment with this function, which turned out to be complex. We still do not know very much about it, which is understandable when we take stock and see that our research on balance has typically consisted of determining what is the correlation between one or two ''tests'' of balance and various other stunts or skills, without much regard for the complexity uncovered by Bass.

Perhaps we need to make a fresh approach. It may be that we accept the nominal ''face validity'' of a test too readily. Much could be learned by careful introspective analysis by trained experimenters who expose themselves repeatedly to a variety of situations involving the balance function. This would lend to new tests, new methods of analyzing the functions, and a re-interpretation of what is actually being measured by tests now in use.

This kind of approach would undoubtedly be profitable with respect to other fundamental aspects of coordination. Rhythm and ''timing'', for example, have been talked about a great deal, and a few exploratory studies have been made--see index entries under this topic, Research Quarterly 1930-39 Index (8), also Cumbee (4)--but we have not yet really come to grips with this function as a research problem. Even in the area of kinesthesis, which has lately shown considerable investigative activity, we are nearer to the beginning than to the end of our basic research studies. The recent thoughtful article by Gladys Scott (14) makes it clear that we are dealing with a much more complex function than was originally realized.

MOTOR LEARNING

The term learning is often taken as synonymous with knowledge, but in experimental phychology it has the technical meaning implied by the infinitive--in short, motor learning is the improvement in skill rather than the degree of skill that exists in the individual (20). Attained skill is a composite, in varying degree, of innate ability, learning ability, and the kind and amount of practice. It is therefore not surprising that the correlation between learning and degree of skill is variable--in some types of motor performance it may be so low as to approximate zero, and in other types it may be as high as r-.80 ro .85. In consequence, one is not justified in making any inferences about educability or ability to learn unless he has direct information about learning as such (7).

While it is true that in many of our activity classes (e.g. elementary swimming), we can see marked improvement, almost from day to day, it seems equally sure (if we will but look) that there are many situations in which the amount of learning as a result of very large amounts of practice is sometimes very small (6). Actually, we are profoundly ignorant as to the quantitative aspects of learning in our instructional classes. This is certainly not because there are no techniques for the measurement of learning. Perhaps the largest factor is a lack of genuine interest in learning; secondly, it may be an unwillingness to do the hard and detailed work that is necessary to secure the extensive information that is needed.

Whatever the reason, the learning curve is conspicuous in its almost complete absence from the 13,600 pages of our Research Quarterly. It may be hoped that the next five or ten years we will see the publication of basic data on the day-by-day and week-by-week improvement of students in our classes, at various age levels and for typical teaching techniques, in such activities as lend themselves to quantification. Here again, a redirection of our thinking will be involved, toward a real concern with what is actually happening in the children rather than just the techniques we use to teach them. With the establishment of a strong interest in the area, we may expect to see the development of new evaluation methods that will make it possible to measure learning in the case of activities that are now not accessible for quantification.

At a more fundamental level, we may hope to see a direct attack on general problems that are basic to our curricular philosophies. One of these, inevitably , is again the question of specificity. To what extent are we justified in believing that there is a quantitatively important general factor of motor learning ability? If we are forced to multi-factor theory, how great is the specificity, and does it vary with age? To what extent are learning curve maxima (plateaus) related to age, to sex, and to our teaching methods?

Equally important as a general problem is the question of specificity of transfer. While we have seen strong hints that motor transfer is highly specific (12), there has been as yet no out burst of research activity in this direction, and no modification of our curricular philosophies or objectives. Psychologists accept the specificity of transfer of motor skills; we do not; eventually we will have to change our concepts or show adequate evidence for retaining them. Negative transfer, also, has received little attention.

Another broad type of problem has to do with the mental vs. motor aspects of so-called motor learning. There have been pioneering studies (19) and subsequently a few unpublished theses, but no strong effort to get to the heart of the question.

In the more detailed types of learning studies, we may hope to see greater use of laboratory investigations of a more realistic nature. Many of the elements of game skills can be simplified and standardized in a manner that will bring them into the laboratory with attendant possibilities for better control and more refined definition and variation of practice, motivation, etc. Granted the convenience of ball-juggling, dart-throwing and ring-tossing, and their virtue with respect to low initial performance level and absence of extraneous practice, there are also strong reasons to search for other learning problems that more closely approximate the skills of serving a tennis ball, pitching a curve, learning a forward roll or executing a dance maneuver. Also we are faced with a scarcity of "standard" large-muscle learning problems of known reliability that can be learned rapidly. This is of course just a reflection of the fact that we have not studied learning verym much.

We have been inclined to accept un-analytically such concepts as speed and accuracy as differential factors in motor learning, although it is possible to mention one recent study (18) that shows an awareness of this type of problem and an appreciation of the fact that investigation of learning phenomena cannot progress very far without using learning curves. As to whether this is a harbinger for the future, it is difficult to say--at least we may hope that it is.

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NEEDED RESEARCH ON THE EFFECTS OF PHYSICAL EDUCATION ACTIVITIES UPON PERSONALITY

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It is far from difficult to enumerate types of research that are needed to explore and clarify the effects of physical education experiences upon the human personality. For example, by giving personality tests in a pre- and post-season pattern, insight could be gained as to the effects of various forms of competition upon the personality structures of participants from the elementary school level to the adult and even old age levels. By a similar technique but extending it over a period of years, it is possible that the longer-range effects of the various physical education activities could be contrasted and the effects of intense competition could be compared with the effects of moderate, light and no sports competition. Conversely, the effects of single competitions upon personality dynamics could be investigated. And taking into account the spectator, satisfactory research designs could be worked out to study the effects of observing various kinds of competition upon the personalities of those who watch.

There are also intriguing possibilities for studying the effects of other types of physical education activities, including outdoor sports experiences ranging from camping to skiing, Comparing tests results obtained before and after numerous experiences would seem to be a reasonable way in which to set about validating and evaluating those experiences from the standpoint of their effects upon personality.

Actually, we have conducted some exploratory research along some of the lines indicated. We have tested several different types of athletes before and after single competitions and before and after the respective sports seasons (5 & 6). We have given personality tests to spectators under what were believed to be normal conditions and again a couple of hours after they had watched exciting college varsity boxing matches. We have also tested some champion athletes (7), although it was not possible to even estimate the extent to which the personalities, as measured, of these individuals had been affected by their sports experiences. Our findings in these studies led us to hope that certain vital questions such as the following might soon become aswerable.

1. Do sports competitions and other physical education activities contribute to the strengthening and properly maturing of the personalities of elementary and older school children?

2. Just what aspects of personality are most benefited by what particular physical education activities?

3. Under some conditions, can physical education experiences interfere with optimal personality development and even, perhaps, contribute to the gradual formation or exacerbation of some behavior disorders?

4. Do our activities really afford participators and/or spectators opportunities to gain cathartic relief from psychic tensions which are believed to be generated by the frustrations, pressures, and bustle of modern living?

However, for several reasons these questions are likely to remain unanswered for a long time to come. In the hope of placing the problems of needed research on personality in reasonable perspective, I would like to discuss briefly basic problems related to personality theory and personality measurement before attempting to make further application to our own field.

"Personality" is in that class of words with competition, democracy, love, freedom, and the like, which have a very flexible meaning -- sematics in their cases being at the convenience of the particular writer or speaker who uses them. Beyond this difficulty, it is well to begin by confessing that we really do not know what the human personality is, just how it is formed, how it works, or what its potentialities are. Investigation on the subject to date reveals little more than that ''it'' is multidimensional, is influenced in its formation by many factors, and that is is exceedingly complex. One specialist in the field of personality, Gardner Murphy, recently wrote:

> . . .there is no danger that anyone will succeed in this century in getting the perspective completely right or, indeed defining clearly what personality is. (10, p. 11)

In recent years the main general approaches to the systematic study of personality have been by way of psychoanalysis (11), social anthropology (4, p. 344), and the psychology of learning (3); and interdisciplinary efforts by students representing these different fields seem to be making progress towards a science of personality -- or ''personology'' as Murray has termed it (12). For example, Mowrer who is perhaps best known for his work in learning theory in relation to personality, and Kluckhohn who has specialized in social anthropology have joined forces in some significant pioneer work on personality theory (e.g., 9). Neither of these men is by any means unsophisticated in regard to psychoanalytic constructs. Moreover, psychoanalysists of the present day are far less prone to regard the inner ''substance'' of the mind as being composed of innate, biological traits, and are far more inclined to reckon with personality in the framework of a specific culture and to associate some aspects of personality disturbance with the phenomena of cultural change. (e.g., 11, pp. 328 ff. & 331 ff.)

A further development in the study of personality is of especial interest to us in physical education. That is an apparently growing tendency to extend the dimensions of personality beyond the mind to include the body as well. Of course, this total organism is really very old, having its roots in antiquity. But few people seem to have taken it very seriously in psychology, education or medical practice until recent years greater understanding has broken down the barrier that ignorance had erected between the mind and the body. Some of the most significant work along this line has been done in relation to the sudy of emotion in which, at every hand, we find ''mind'' expressing itself somatically and the body modifying the ''psyche.'' It is now almost standard procedure for the mental health people to describe personality as the sum total of the physical, mental, and emotional aspects of any individual. And even the field of psychology seems more prone to take into account the physical aspect of personality. In this connection Roback has recently defined personality in these very broad terms:

> Personality is the integrated organization of all the cognitive, affective, conative, and physical (underscore mine) characteristics of an individual as it manifests itself in focal distinctiveness and carrying a special meaning to others. (13, p. 164)

So much for the very grave problems and emerging concepts of personality theory. Now for the matter of assessing personality. In his evaluation of personality tests, Zubin wrote:

> The final judgment that the scientist must. . .arrive at is no objective evaluation can be made of personality tests because they have not yet attained the status of tests yielding specifically defined scores. As techniques for aiding in clinical judgment, they have proved their worth. As independent tests they are found wanting. (15, p.575)

Let us consider briefly just a few of the reasons why such a conclusion is at present necessary.

Even a small awareness of the status of our knowledge of the human personality must forewarn us of the difficulties in the area of personality assessment. Inevitably we are in the position of attempting to make more or less precise or at least meaningful measurements of an unknown -- a multidimensional, complex and perhaps constantly fluctuating unknown. Test constructors have usually attempted to meet this problem by utilizing psychiatric classifications of patients as criteria for validation. Typically, new instruments are evaluated on the basis of whether or not they can distinguish ''normal'' (frequently college students) from ''abnormal'' groups, and subgroups of abnormals from each other. But the relatively small and accidental sampling of ''normal'' subjects can rarely be considered representative of normal people generally; and as Cofer and many others have pointed out, psychiatrists are notoriously unreliable in their diagnoses of mentally disturbed patients, the accepted general categories of neurotic and psychotic disturbance being matters of convenience rather than representative of clearly defined disease entities (2). But their diagnoses remain the chief criteria against which the validity of personality measures are tested. This situation is of the greatest importance for it indicates quite clearly, I think, the uncertain sands upon which the personality tests are built.

The question of depth of personality assessment presents some very interesting and practical problems; for example, it would appear that two pieces of sharply conflicting evidence may both be ''right'' if they have reference to different levels of mental functioning. For an example in our own field, a group of combative and contact-type sports athletes was tested by means of two projective tests, the Rorschach and the House-Tree-Person tests, and according to both, these subjects were, among other things, extraordinarily aggressive, psychologically speaking (6). However, according to a different type of projective test, Rosensweig's Picture-Frustration study, in which unlike the other two tests, subjects are aware of the aggressive nature of their responses, athletes of the same type -- in fact, some of the same individuals -- were found to be less aggressive than non-athlete controls and ''normal'' people.

Now, did the discrepancy between the two studies mean that one set or the other of test instruments was wrong, was some research procedure faulty, or did it mean that the tests were assessing different levels of personality functioning at which aggression has different meanings? Frankly, we do not know the answer, although we suspect that the Rorschach and House-Tree-Person tests were tapping deeper psychological material. At present, at least, this is a blank wall. How are you going to explain that a group is aggressive, but on the other hand, it is not?

In a somewhat similar vein, I recently discussed our findings in a projective test study of champion athletes with Cattell, personality measurement specialist at the University of Illinois, who had a hand in a personality study of Olympic champions which was one aspect of a broad study by T. K. Cureton. Cattell's own non-projective test had been used in that study and, among other things it suggested certain things about the emotional status of the champions. Those findings appeared to be quite at odds with our own projective test findings. But the tests meant somewhat different things by similar terminology and it soon was apparent that we were talking about two essentially different problems. Or at least I think we were. And so it goes.

These are but examples of the many problems which have to be dealt with in personality testing and which illustrate why it is unrealistic to talk about needed research without first taking into account the very basic problems that must be solved before the needed research can be done in our field or any other, for that matter. A close consideration of the status of testing in this area seems to lead inevitably back to Zubin's conclusion that although the personality tests have proven useful clinically, from the perspective of scientific investigation, they really cannot yet tell us what we wish to know.

Our greatest contribution to knowledge of the human personality will undoubtedly be in terms of its physical aspects. Still, I believe that physical educators can do some worthwhile work in relation to other aspects of the personality -- if those who do interpret this work will take the trouble to inform themselves as to the status and problems of the psychological area that interests them. Of course, this principle is true in regard to physiological research also, but by and large physical educators are better equipped by training to step into physiological research than they are psychological. If we fail to provide ourselves with adequate background, what is produced will almost certainly do more harm than good. A recent situation makes this point very clear. For a doctoral study, Skubic compared the emotional reactions of boys in little league competition with boys competing in physical education class competition (14). Within its stated limitations this was a very good study; but already people are referring to it as demonstrating that league play is no more emotionally disturbing than class play. Actually she did not demonstrate this at all. She merely showed that the one group did not have a significantly greater change in galvanic skin response than the other. Other equally respectable physiological indicators of emotional disturbance could and may very well have shown something quite different. Moreover, the measured emotional arousal may have had quite different meaning for the two groups, since the galvanic skin response indicates only that there was not a certain kind of distrubance but gives no hint of the significance lying behind it. In addition, there is good reason for believing that the human organism is better able to tolerate intense emotional upset for a short time than relatively mild upset over a long period of time. And finally, it is well known that any traumatic effects arising from an experience may not manifest for a considerable period of time. Thus, intensity of reaction may not be the critical factor at all. These points are certainly not raised in criticism of Skubic's study; rather, they are intended to suggest the complexity of the problem and the hazards of oversimplifying this matter of personality assessment.

I believe that we in college physical education should know enough about personality theory and personality assessment to realize that these are very youthful areas of investigation and that present knowledge of them is really far from adequate. Our very understandable enthusiasm for greater awareness of the effects of physical education experiences upon personality dynamics should not blind us in either out research or our teaching to the facts of the situation. Before we can get the information that we want, the psychologically oriented fields which are concerned with such matters must go a lot farther than they have managed to go so far. Until they have done so, a few very cautious, research-minded people who do not mind working mostly in the dark may be able to accumulate date which will provide some tentative guidance to practice in our field.

In the mean time, in the conducting of our programs we must do what people in most other fields, including medicine, must do: we must be guided by disciplined thought and well-educated guesses as to what might reasonably be expected to be the consequences of the experiences that we provide.

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THE KINESIOLOGICAL ASPECTS OF SPORT

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The ultimate objectives of kinesiological investigation must, of course, parallel the general objectives of physical education itself giving meaningfulness and support in terms of scientific facts and principles derived via sound scientific investigative techniques. Amar1/ gave voice to the general objectives of kinesiology and related fields some 35 years ago when he said:

> "A consideration of the general laws of mechanics is an indispensable preliminary to the study of any machine (animate or inanimate). It is only thus that the problems involved in equilibrium and movement can be properly appreciated."

The scientific analysis of sport skills is desirable even if the only objective of the study be to increase the quality of performance in a given area of activity since modern spectators as well as teachers have become increasingly "quality conscious." It is of course true that the real objectives of kinesiological investigation are much broader and meaningful than this.

Since physical education deals with sports and the analysis of sports skills is possible via mechanical and kinesiological techniques, it is implied that better teaching of sports skills should be the prime objective and outcome of any concentration of research effort in this area.

Kinesiology, narrowly defined as the science of motion, is also the science of sensation with respect to position or changes in position. To teach kinesiology divorced of its intimate relationship with the other scientific fields related to physical education is fundamentally fallacious. Studies of modes and prescription of exercise necessitates a knowledge of the elementary laws of physics and mechanics, as well as physiology.

It is difficult if not impossible to separate the physical aspects of body motion from the psychological state of activation which creates or precedes this motion. We, in the past, have been preoccupied with studying the end product (motion itself) and have not given due consideration to studying the psycho-physical circumstances which determine the quality of the performance; nor have we given much thought to the techniques or methods of reinforcing those who are by nature psycho-physically weak, but otherwise anatomically and physically amenable to such therapeutic endeavors. Curriculum-wise we have failed to develop the knowledge already available, nor do we have enough knowledge.

As Dr. Franklyn Henry[2] wrote in a recent letter, "kinesiology is at this moment a science of what might have been rather than what it actually is." Motion studies in the past have too often been written up as "what might happen" rather than what actually happens.

TEACHING KINESIOLOGY

In the future we must not continue to assail the students with facts from physiology, hygiene, tests and measurements, anatomy and other fields unless you have available a competent kinesiology instructor who is capable of integrating all of the facts; one who can focus the students' attention on the fundamental principles, develop in them a broad perspective with respect to interpretation of the sciences and develop an adequate appreciation of the meaningfulness of the interrelationship of all of the sciences with which and by which they have been bombarded during previous 2-3 years of pre-professional training. Competent enthusiastic teachers in this are, who have a broad background of professional training and experience in the numerous scientific fields allied to kinesiology are very scarce, but yet can be the most important members of your whole undergraduate or graduate staff. Kinesiology is a very teachable subject matter field, but nothing is being taught so poorly today. A good instructor can make the students share his own enthusiasm for the course, provided of course that your kinesiology course is not just "Anatomy retaught" or Corrective Gymnastics and Physical Therapy masquerading as Mechanics and Kinesiology. Training of physical education teachers and students is a problem for immediate future appraisal. What are your students getting?

FUTURE AREAS FOR RESEARCH

Photography

With the advent of gigantic X-Ray machines and their increasing utilization in research it is not unlikely that we will be able to make motion picture films of individuals performing a akill in which the whole body structure can be observed simultaneously during the execution of the act. Modern motion picture films have improved in speed more than 100% in the last ten years, therefore the subject need not remain exposed in the field covered by the X-Ray but for a short period of time. In fact, with the latest equipment, it is quite probable that one could run past the machine and be photographed in action. By keeping the subject at some distance from the ray, which was impossible ten years ago, that actual Radiation exposure will be minimized and therefore I do not consider "radiation poisoning" a deterrent to this type of research.

It would be of incalculable value to observe the various articulation of the body in relation to each other during the execution of a motor skill; in rehabilitation, where the simple act of walking may become almost impossible, this new knowledge would be of particular value.

Another branch of motion study with films has yet to be adequately explored, the field of stroboscopic photography.

Properly organized stroboscopic photographic research is not particularyly expensive, but in the past has been handicapped by the slow development of good stroboscopic lights capable of repetitive flashes whose duration is in the area of 1/2,000 th of a second or faster. The early lights developed by Edgerton at MIT were expensive and gave but one shot of the action. With the new higher intensity equipment it is possible to make motion pictures using stoboscopic flash lights quite easily. The cost of lights has decreased rapidly as competitive elements reached the market.

A special problem arises with respect to the utilization of these new, and we hope, superior action films.

How often have you heard a student say, ''we looked at films in our football or tennis class today.'' In the classroom films only become of value when they are carefully analyzed and intelligently interpreted frame by frame, motion cycle by cycle. Special skills are required to analyze and interpret films. Motion is always tri-dimensional and there are not yet available, for the average individual, cameras and projectors which will give us that vital third dimension.

The films collected at swimming competitions over the past 20 years by many enthusiasts constitute one of the best collections of vital information in the field of sport today, yet, except for the scientific analyses of swimming by Cureton3/ and diving by Lanoue4/ many years ago, these films lie idle waiting for a competent analyst to take them apart. Unfortunately, many fine films of swimmers have been made useless for analytical purposes because they were made with camera angles which introduces perspective errors that make subsequent analyses impossible. The enthusiasm of swimming coaches for films is very great, but the skill behind the cameras in most cases is sadly lacking.

AERODYNAMICS IN SPORTS

Although a few writers who have dealt with sports skills have intimated that there is some relationship between air resistance and the flight of balls, arrows, javelins, and other implements, this area of research is practically virgin soil.

Taylor's5/ study on the flight of the discus in the early 1930s was the first of its kind. It is unfortunate that Taylor did not make his data available to others in the field so that one might check on the validity of his findings. It thus holds true, that the generalized statements made by Taylor with respect to the effect of the wind on the discus, wholeheartedly accepted by the uncritical are looked upon with some skepticism by the others who have been forced to exercise suspended judgement.

I became particularly interested in the flight characteristics of the javelin some years ago, but until last year did not have adequate motivation in this direction to push into this area. The cost of wind tunnel time, about $35 per hour, was somewhat of a deterrent. The necessity for an investigation into this area was triggered by the introduction of a new javelin, called the Held Javelin introduced in 1950. All of a sudden, relatively mediocre persormers began to throw this javelin 245-260 feet with reckless abandon. When these same individuals were forced to resort to the older Finnish and Swedish javelins, they again became mediocrities!

As a point of interest I would like to point out that the surface area of the new javelin is 25% greater than the pre-1950 models. The regulations for implement design with respect to javelins does not specify a surface area limit. This new javelin, when observed in flight or photographed, behaves more like a glider than a javelin on the terminal end of its flight. The effect of this redesign has been about the same as if we were to suddenly lower the high hurdles three inches, lighten the shot about 1/2 of a pound and start to measure the broad jump from the back instead of the front of the board. Intelligently directed aerodynamic engineering of this kind could wreak havoc with all existing records in sport and the implement specification as printed, in some cases, make the modification perfectly legal. Correcting such ''design regulations'' can only be done after some objective data can be placed before the governing bodies. Unfortunately time does not permit me to present the interesting wind tunnel data I have obtained to date and as yet, the study is not quite complete.

We often hear batters complain that the pitchers throw corkscrew curves, are these real or figments of the imagination fo ball players?

The following tabulation of data on a sport skill is the kind of pseudo-scientific research in mechanics and kinesiology which we do not need in the future. These data were published by a track and field journal which receives world wide circulation. The data was used to explain Fortune Gordien's World Record discus throw in California two years ago and was compiled by a California Institute of Technology Physicist. (Name withheld)

Number of the throw	5th
Distance measured	194' 6''
Time of Flight measured (stop-watch)	3.5 seconds
Average horizontal velocity (calculated)	38 mph
Height discs released at (estimated)	5'
Maximum height discus attained (estimated)	15'
Angle discus was thrown (calculated)	20^{o} degrees
Original horizontal velocity (estimated)	45 1/2 mph
Original total velocity (calculated)	48 1/2 mph

This collection of data is one of the most marvellous pieces of mathematical monkey business you can find in print. Frankly, it left me speechless. The flight was timed rather roughly with a stop-watch, the flight of the discus was not photographed in its entirity. The wind velocity and direction are unknown and the angles and height are estimated. Two facts have been included: the number of the throw and the distance of the throw. Here with the help of a slide rule and some vague information we find the wonderful story of a World Record throw. You can be assured that many gullible track enthusiasts have accepted this pseudo-scientific hog-wash hook, line, and sinker. In the field of mechanics and kinesiology one does create data; one obtains the data and interprets, not manufactures the results.

COOPERATIVE RESEARCH

Kinesiologists, like all other scientists must enter into combined team research operations where the skills of the psychologist, physical therapist, coach and teachers are combined for practical purposes. One cannot divorce motion of the body from emotion, nor can we divorce it from personality influences such as may be exerted by the teacher. Rehabilitation, for example, requires much more attention to the psychotherapeutic aspects than to the physical injury itself. We have not had enough teamwork in the past in connection with our motor skill studies. A strict mechanico-kinesiological analysis of a motor performance becomes nothing more than a cold calculated superficial evaluation out of which the vital juices (emotion and motivation) have been extracted as if they were nonexistent. You and I know that every performance of any quality whatsoever, in addition to energy, requires intelligence, interest, aptitude, and integration. Simple mechanical studies will not elicit all the vital information in the study of a performance. A sports skill coach is a kinesiological-psychologist whether he is aware of it or not. The skillful use of sarcasm has won more football games between the halves than all the skill, training, and material combines.

MOTOR SKILL TESTING

Through work in tests and measurements we have found out that some individuals are gifted in the area of motor skills, we know what a gifted individual is, but we do not know why an individual is gifted! Some people glibly say that the differences in individuals are attributable to reaction time, anthropometric measures, large heart, etc. Some capacities of an individual are readily measureable, but we are often astonished to find that two individuals who are equally gifted in ''motor potential'', display marked differences in performance when we put them in an actual situation which provides an adequate challenge. We are forced to admit that our motor skill tests as such are ''too crude'' and do not evaluate the fundamental differences in an individual's ability to ''integrate'' all his motor functions. We wind up again wondering about psycho-physical considerations which our present motor tests do not and never will appraise.

How do the motor skill aptitudes of modern high school and college boys compare? In the past we have had a very limited amount of motor skill testing done at the high school level, yet, high school boys are enthusiastic participants when motor tests are given. . . . . . . .it is a challenge to their ego! We were astounded to read, last year, where some high school boy had high jumped 6 feet 11 inches and another 17 hear old has pole vaulted 14 feet 2 inches. There are some interesting questions raised by these performances which cannot be explained by some revolutionary modification of the style or form in these events.

Looking both at the past and to the future, I fear that the old motor skill tests tend to under-estimate the motor intelligence of the modern American boy and girl. We need new and vastly improved tests adapted to modern youth as well as the young people of the future, we are not getting enough "know how" out of the old tests.

Do not be too anxious physical educators to pat yourself on the back and say; "Well modern boys and girls are being exposed to more varied skills in high school today," because this is poppy-cock! There are many states in the South, Mid-west, and Southwest where there is no physical education today, only football, basketball, baseball, and occasionally track athletics. I know one department head in a very large mid-western state who told me recently that there never would be physical education in his state. Despite the fact that this director's staff do not all share his opinion on this matter, their physical education curriculum reflects, in general, the director's attitude perfectly. In no uncertain terms, this is a pitiful and pitiable situation in this day and age.

Are there motor skills which can be developed which will do a better job of measuring motor potential without the necessity of putting a student through a whole gamut of actvities? There are many institutions and instances wherein a legitimate valid technique for accurately appraising motor potential would be of great value in terms of money, personnel, and time saved. Do industrial mechanical and psychological "mechanical intelligence" tests have any value here!? They have not been tried. As a screening procedure for compulsory physical education programs, tests of the above mentioned time would be of immense value.

In the realm of motor skill intelligence, what is it that the outstanding quaterback, or basketball play-maker possesses which permits him to make an almost instantaneous analysis of a play situation and set-up the subsequent Pattern of events to his best advantage? Is this a visual perception problem, as has been suggested by McCloy, or is this a teachable "conditioned reflex" type of skill training which the intelligent motor genius augments via fast reflexes and sub-conscious integration? Here is another interesting problem for the sports psychologist and Kinesiologists to consider as a team research project. We observe this perceptive insight, if you wish to call it that, in a car driver in a tight situation who skillfully avoids the accident as an everyday occurence. What particular motor skills for participants would help every individual the most in his post-college life to size up a situation and act quickly and precisely in the right manner?

ON THE DESCRIPTION OF MOTOR SKILLS

In the analysis of motor skills in the past and in the subsequent write-ups of these analyses, many errors have crept into these descriptions in naming the basic motion patterns. The write-ups are neither crisp or precisely correct. In many instances good research work has been spoiled by these write-up inaccuracies because of the investigators gross exaggeration of the facts and emotional interpretations growing out of over-enthusiasm and interest in te project at hand. The investigator writes up what he wishedhad happened. In the over-all picture one must recognize or appreciate the fact that there are many variations in the patterns of motor movement of individuals siming toward the same goal because, some individuals have greater adaptability than others.

In the analysis of given motor skills, we must, in the future, study the total cycle of a given motion pattern as a whole and carefully break it down to its component parts. Preparatory position,which may seem to be a remote and very minor part of the subsequent motor cycle of events, may dictate the whole pattern of subsequent action. Subsequent to an appraisal of this preliminary situation, one may wish to divide the action into initial impulse, mid-phase, climax, late phase, and follow-through. Too many times these written descriptions carry detailed discussions of the ''follow through'', which is the result of something which has gone before, and, although a valuable diagnostic approach, it is not or does not dictate the character of the motion itself. This is a little bit like studying contour of the dent in the sawdust or mat to find out why a vaulter or ring man fell from his perch in the air. Precise write-ups are only possible when the investigator has a deep understanding and broad appreciation of the basic laws of mechanics and kinesiology involved in the performance.

THE NATURE OF A HYPOTHESIS

A good hypothesis is the research worker's guide-post. I fear that too often in the past investigations have revolved around hypothesis which in themselves were unsound and which direcred the investigator in such a manner that negative results from the effort were the result. That is, skill studies have been made which did not yield information that could possibly provide the investigator with practical suggestions for action and application. For example, one could make a detailed technique study of the flexibility of basketball players in an attempt to relate this to playing or shooting skill with little likelihood that correlations of worth would result. Logical appraisal of modern basketball as a sport skill would tell the investigator in advance that hand-eye coordination and height seem to be the dominant factors in basketball, in which case, the research effort should have been in a direction which would assess these particular abilities. A data gathering effort can consume and waste much time if the original hypothesis used to guide the investigator is what some might call an ''irrational hypothesis''. One might legitimately study the flight of birds to invent a flying machine, but one does not collect data on the intensity of the sunshine in Siberia to evaluate the effect of snowfall on the production of gold in South Africa.

A hypothesis should be of such a nature that one might logically expect positive results and good correlations with the basic skill being studied. By this, we do not imply that negative results are in themselves bad or undersirable, but research in this direction consumes an unwarranted amount of time which might better be employed in obtaining meaningful positive results. A negative finding in the diagnosis of disease is of great interest to every patient, but research as such must go ahead hopeful, yes even anticipating, positive results. This does not necessarily imply that a hypothesis of this nature compromises truth or honesty in the subsequent investigation. If the research methods used are legitimate and adhered to in as strict a manner as is feasable, no matter how nebulous the goal of the investigation, positive results can be sought after and anticipated. After all, we are not interested in "how not to perform a skill, or how not to feel better, or how not to be a success." We are interested in finding out how to be fit or how to prevent injuries. We must not start with the faults, we must start with the correct form since, the tyro, learns faults, they are not pre-existent. A negative research philosophy is not a research philosophy at all!

ON UTILIZATION OF KINESIOLOGICAL INFORMATION

From kinesiological studies we often obtain information about the form of skill mechanics upon which we can base our future teaching. The greatest danger in employing this information in sports skills is the slavish adoption of the form pattern of the current champion. Form studies of the future must concern themselves equally with the coordinative patterns of the poorest as well as the mediocre and best performers. Unless we follw this principle, so that we teach a "rational form", we stew in our own juice of narrow-mindedness and sports skill bigotry because we are unwilling to recognize the fundamental principle of "individual differences." The end product of kinesiological research must be logically arranged practical information based upon sound scientific principles and suitably verbalized so that we do not need a slide rule in one hand and a dictionary in the other to utilize the information. We already have too many unscientific, illogical, poorly written discussions by overly enthusiastic sports enthusiasts whose kinesiology know how is so superficial, that they cannot define the word, let alone apply its principles in everyday situations.

Observation of a skill or casual participation does not guarantee that the indivual is adequately equipped to appreciate or teach complex motor skills. Sports skill analytical ability requires specialized training plus practical experience if superior effective teaching is to be expected.

The prescription of exercise, as an example, implies that the prescriber understands the physiological effects of a given type of exercise on the cardio-vascular or respiratory system. Barring older men from exercises of speed and strength implies a genuine knowledge and understanding that in these activities where the circulation is momentarily completely restricted, the blood pressure of an older man may suddenly jump 100% or more in the fraction of a second with grave consequences. And, that these blood pressure elevations are routine rather than unusual.

Every student who works in physical education or allied fields must have a perfect understanding of the interrelationships that exist between motor skills, circulatory-respiratory functions, psychological state and an innumberable list of closely allied phenomena. We have not emphasized these interrelationships enough and have too often taught kinesiology as a separate field of study, which it is not.

We must devote more time to the study of the individual in relation to a given situation or a given tool and avoid the practice of making too broad generalizations which are designed to encompass all performers. I am reminded of the fact that many champion performers, on the surface at least, are able to disobey certain fundamental laws of physics and mechanics in the execution of their skill. These champions are able to compensate during other phases of a given motion cycle because they possess some unusual physical capacity in a certain specific area which permits them to distort the basic mechanics a bit and still become champions. We must become increasingly sensitive to the discrepancies or variations in style and avoid verbalizing over broad general principles. In other words, skill teachers, must first keep in sight what is practical for the individual and then consider mechanical perfection in form as an ultimate goal, which few if any performers ever achieve.

CONCLUSION

In conclusion the, what should the goals of our research in mechanics and kinesiology be:

(1) We need new and better motor skill tests geared to the times. In a more complex world we are dealing with more complex people whose motor intelligence may be reflecting the changes in our whole way of life. We are not getting enough know how out of the old motor tests. We need predictive types of tests which require a minimum amount of time, personnel and equipment to evaluate the student potential for sports skill learning.

(2) In the realm of written intelligence, we need more accurate and precise descriptions of skills devoid of window dressing and emotional embellishments, supportable via established laws of physics and mechanics.

(3) We need to intensify our motor testing of younger children and students at the high school level where our data is scanty and very out of date. We need to find out whether our modern young people are superior motor animals when compared to their elders on whom we have some data.

(4) We need to emphasize "cooperative" research projects more

in the future. Kinesiological studies in themselves, irrespective of how detailed they may be, are superficial. These strictly mechanical studies exclude the vital motivating forces which make for a superior or inferior motor performance. Only with help from psychology, physiology, anthropometry and all other related fields can we ever come to complete understanding of a specific performance of lack of same. A kinesiologist cannot be expected to be an expert in all scientific fields and must rely upon and seek outside assistance and cooperation. A prescription for exercise presupposes that the kinesiologist knows the mechanics as well as the physiological influences to be expected from participation in a given activity.

(5) We need more and better motion pictures for teaching and analytical purposes, freed of the errors encountered in many films made in the past. Our future films will probably utilize stroboscopic photographic procedures for sharper pictures and in order to better freeze the action. We must eliminate the common "perspective errors" which makes many films useless for analytical purposes.

(6) We need to explore the field of X-Ray motion picture photography. Only via X-Ray motion pictures of the whole body in action can we hope to gain a complete understanding of the behavior of the articulations in relation to one another. In rehabilitation work these films would be of incalculable value.

(7) We should explore the field of "aerodynamics" or aerodynamic effects in sports. How much does the wind really retard a runner? How do these so called cork-screw pitches baseball players report come about, are they figments of the athlete's imagination or are they real? When is a legal implement, like the new javelins, illegal?

(8) We need new visual training techniques. Can we adapt the slight recognition procedures employed by the army air forces, to teach "play situation" analyses techniques? How much of a role does visual acuity, peripheral vision or psychology play in the making of a great basketball play-maker or football quarterback? Is this a teachable skill? Can you develop a toy or device to teach this and show that learning is speeded up? Instantaneous perception of situations and analysis of them in terms of the whole skill strategy, play an important role in many game and sport situations, but how much do we know about this ability?

(9) We must train our future kinesiology teachers in as many of the basic sciences as possible. Who are the kinesiology teachers? All the coaches and sports skill teachers! We must train all of these people to "integrate" their knowledge of related scientific fields when working with physical education students. We must be particularly alert to pointing out these interrelationships to our professional students. This training must not be delayed until the student reaches graduate school, which is often the case today.

(10) We must make a vigorous effort to develop a more rational method of teaching motor skills. The teaching procedure must be geared to all levels of students, but not without due allowances being made for the marvellous adaptability of some individuals. We must avoid over-

generalization of skill teaching procedures designed to encompass all performers which overlooks the fundamental principle of individual differences. We must avoid the teaching of skills by zealots whose over-enthusiasm and prejudices overwhelm them to such an extent that they have lost sight of basic principles or, go to the other extreme, and over emphasize perfection in mechanical form which is, too often, an unattainable goal.

(11) We must immediately go back and begin to make use of the great wealth of material in mechanics and kinesiology already available. Too many teachers today say that they did not or do not know where to obtain information on such and such activity. All research begins in the library!

(12) With respect to philosophy of research in this area I would say this; Make your hypothesis that guides your research a reasonable and rational one. Set your pattern of activity up in such a manner that positive results can be anticipated. A logical and critical skill appraisal must precede any analysis you intend to make and you are not equipped to set up a rational hypothesis unless you have carried through this prime phase in the creative thinking process. A negative research philosophy is no philosophy at all!

Kinesiology as a science is a study of the "dynamics of a situation," not just a discourse on motion.

Ladies and gentlemen, kinesiology is the cream on the milk we call physical education and where it has been skimmed off or improperly processed, the physical education students are graduating with a serious case of malnutrition!

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PHYSICAL EDUCATION OF A PHYSIOLOGICAL NATURE

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When the writer originally accepted the invitation to prepare a paper on this topic he thought about pointing out selected gaps in our present knowledge. After seeing a preliminary draft of the program he decided to take a different tack. In order to minimize the possible duplication and to evoke thought and discussion in another area the paper will be concerned with some of the barriers to future research of a physiological nature.

It should be realized that the number of research workers represents a small proportion of the total number of people in the profession. However, just as the heart is a small percentage of the total weight of the body, the need for this part is no less important. The following remarks apply to the small body of individuals who are going to be life-long students of a subject.

The direction that the members of a profession follow is generally established by the leaders. At the turn of the century many of the key people in physical education were medical men. As such they had a background in the basic sciences and an appreciation for theplace of physiology in the curriculum. Although the future leaders are getting some work in physiology it is geared at a rather primitive level. It has to be since the student has not had the prerequisite chemisty and physics to handle anything beyond the mere rudiments. Since all the functions of body maintenance and reproduction are physiochemical in nature it is absolutely essential that the lifetime student of the physiology of exercise be well-grounded in chemistry, physics and bioloby. The undergraduate curriculum should be sufficiently flexible to permit the student an opportunity to build a foundation for advanced courses in physiology. The idea of postponing this training to the graduate level is not feasible.

A study of the history of physiology reveals the immutable fact that advances in knowledge came from centers which existed in what might be termed a ''climate for research.'' The teachers were imaginative and stimulating. There was a close bond between student and teacher and both were concerned with probing at the roots of problems. The laboratory possessed an aura of learning and scholarship. Research work was not looked upon as a part-time venture or an additional duty. The physical education leaders of the future who want to foster research -- and not just pay lip-service to it -- should be willing to create a ''climate for research''.

Although it is of primary importance that selected students be encouraged to seek a career as research workers in the physiology of exercise the problems of personnel procurement are by no means the only barriers to future research. If the study of physiology as related to physical education is to be considered a science, the workers in the field are obligated to study various physiological phwnomena and develop laws describing these phenomena. This is the ultimate goal of any science! The closer a discipline comes to creating laws without exceptions; the closer the discipline comes to being an exact science. Mathematics is an exact science because the laws governing mathematical manipulations are iron-clad. Obviously this ideal cannot be attained in a field where the basic data--living organisms--exhibit such variability. The fact that physiology and physical education do not possess a standard terminology makes the task doubly difficult. However, it is possible to observe various physiological phenomena quantitatively and ultimately establish laws governing the observations. Remember these laws are based on observations made at a particular time under the best conditions of the period. If a new device is developed which enables the research worker to gather more valid data the law may have to be revised. The history of science is replete with incidents of this nature.

In the training of a research worker it is necessary to orient him with the scientific method or to spell out the procedures which are customarily followed in an experimantal study. In many instances the student may be required to learn some statistics or familiarize himself with IBM procedures. These should be looked upon as training techniques for the young scientist and should not be confused with the true meaning of scholarship. Doctoral students frequently have the impression that an experimental problem has the advantage over a philosophical one because the procedures are "cut and dry" and consequently the thesis is easier to defend. In all too many instances the student is merely a technician for the advisor and is working out a problem which the latter has spelled out. This type of training is a definite barrier to the creation of scholars and the student who is subjected to this is not engaged in research work but rather in procedural dilettantism.

To recapitulate, a few of the barriers to future research work in physical education of a physiological nature are: (1) the lack of a science foundation at the undergraduate level, (2) the lack of a "climate for research" in the physical education department, (3) a need for the development of a body of laws of physiology of exercise and (4) recognizing a procedural dilettantism as a substitute for true scholarship.

RESEARCH RELATING PHYSICAL EDUCATION TO HEALTH

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The Concept of Health and The Nation's Health

Today's concept of optimal health includes criteria for living at the highest possible level of physical, mental, and emotional fitness commensurate with one's inherent capacity. This accent on the positive components of health is of crucial significance in any assessment of the health values that may be ascribed to physical education.

A second point of basic importance is the fact that the nation's major health problems today lie within the realm of the chronic diseases. With the advent of more widespread immunization, the development of the antibiotics and other drugs, and the perfection of new laboratory techniques in microbiology, the germ diseases have largely been overcome. Chronic disease and accidents remain as the chief challenges to national health (34).

Sports and General Health

The relationship of exercise to over-all health is a nebulous one. Because of the interaction of diverse factors on health and longevity, the literature has, of necessity, been rather equivocal (29, 36). In the United States the mass of data analyzed by Dublin (16) has served as the basis for disucssions of the life expectancy of athletes. Both Dublin's conclusions and those of Rook (37) indicated that, while honor students live slightly longer than athletes, there is little difference between the longevity of athletes and non-athletes. Wakefield (50) reported that longevity of varsity high school basketball players in Indiana compared favorably with that of the general population. It is significant for future research that both Rook and Wakefield reported substantially higher accidental death rates for athletes than for non-athletes.

Massey (31) presented some preliminary findings of a study concerned with certain non-medical factors possibly associated with health and longevity among athletes and non-athletes. No definite conclusions were possible owing to incomplete analysis of the data at the time of the report.

A recent concise editorial review of the problem of sports and longevity in the Journal of the American Medical Association (17) concluded that there was inadequate evidence to support the view that participation in strenuous athletics significantly influenced longevity.

Esslinger's (19) stimulating views on the health values of physical education strongly suggested the possiblity of true causal relationships. A symposium of medical authorities urged that more attention should be accorded exercise as a factor in both the prevention and treatment of disease (42). Certain indirect and associative evidence suggesting favorable relationships between physical education, health, and aging were pointed up in recent review (44).

Sports and the Aging Process

At various times the notion has prevailed that, while exercise is good for children and adolescents, it is harmful to adults. Unfortunately, this view has gained some credence simply by reiteration. Steincrohn (46) has presented persuasive arguments to support this negative concept of exercise but has failed to offer valid substantiating evidence. On the other hand, Cureton (12) and Henry (23) have provided evidence of the benefits of exercise in middle and later life. A review of significant gerontological research disclosed that physical activity, by contributing to the extent and efficiency of capillarization, appears to play an important role in the retardation of senescence (44). The hard fact that inactivity limits the physiologic efficiency of even young adults was reported early in World War II by Cureton (13).

Exercise in the Treatment of Disease

The value of exercise in treating a variety of clinical conditions is widely recognized in the medical profession. The increasing use of activity as a therapeutic measure attests to its established worth. Although the therapeutic applications of exercise to orthopedic conditions are somewhat more obvious (6, 7, 51), a number of recent reports have drawn attention to the contribution of muscular activity in successful treatment of respiratory conditions (2,15,39), dysmenorrhea (21), obesity (32), and circulatory disorders (54). Of special significance is Schutz's paper (39) which attributed the favorable influence of exercise on bronchial asthma to adrenal cortical stimulation. Notable too was the finding of Wisham and his co-workers (54) that active exercise had substantially greater influence on circulation in the tissues of the extremities than did passive exercise.

Health Hazards in Sports

Periodically the possibilities for injury in sports competition are viewed with some anxiety. Though there are undoubtedly many injuries each year directly attributable to sports, the extreme rarity of fatal trauma is highly significant when the large number of participations is recognized (35). Gonzales (20) analyzed the types of fatal injuries for the various sports. Statistics were presented to show that boxing had produced fewer fatal injuries, in proportion to the number of participants, than had football or baseball.

With an eye to preventing sports injuries, both fatal and non-fatal, the Joint Committee of the National Education Association and the American Medical Association recently endorsed the use of the batter's helmet for baseball and the plastic mask for football (4). The group also commended the adoption of safety rules in sports, and urged that medical supervision be provided at all school competitions and practice sessions where injury might occur. The use of oxygen inhalators, stimulants, narcotics, and vitamin products was disapproved.

Of considerable significance were the findings of Kaplan and Browder (28) in a four-year study of over 1,000 professional boxers. These investigators reported that they found no significant relationship between the alteration of brain waves and participation in boxing. They concluded that electroencephalographic patterns may be more inherent than secondary to occupational activity. On the other hand, Amelar and Solomon (3) reported microscopic hematuria in 73 per cent of boxers immediately following a bout. Yet Boone and his associates (9) found that microscopic hematuria occurred frequently among Duke University football players. Hematuria resulted from vigorous activity without trauma, though there was a moderate increase with contact drills. The researchers concluded that microscopic hematuria was a normal consequence of strenuous exercise and could not generally be considered a health hazard. Abrahams (1) reported similar data with regard to albuminuria following exercise.

Staton (45) presented data indicating that, under the conditions of a typical college swimming program, there was no significant relationship between water sports and ear, nose, and throat disorders.

Burns (10) recently outlined a number of safety precautions to insure against accidents or deseases that may be associated with skin diving. No evidence was presented to indicate the extent to which caisson disease, air embolism, and other unusual conditions might be related to the sport.

Although there has been concern in some quarters over the possibility that sports participation during early adolescence may cause epiphyseal injury, Johnston (26) has presented data indicating that altered calcium retention is prominent in the etiology of slipped epiphysis. Since the etiology of this condition remains speculative, it would seem wise for physical educators to withhold self-recrimination until the time that experimental evidence replaces conjectural opinion.

Sports and Emotional Health

Since mental health remains as one of the major health problems of our time, it is understandable that there are conflicting views on the place of sports in emotional health and development. Jones' (27) classic work has emphasized the relationships existing between strength, physique, and motor skill and social adjustment, acceptance, and self-confidence. While McCraw and Tolbert (33) found implications for the value of sports activity in the social status of junior high school boys, Weber (52) reported no significant relationship between physical fitness and emotional health among college men. However, in the latter study the variable of physical fitness was represented by a test score and did not reflect the extent or nature of participation in sports activities offering opportunity for social contact and development.

Possibly of frank surprise to most were the recent findings of Skubic (41). The results of that study indicated that the immediate emotional stimulation of Little League-type competition was not significantly different than that of competition in the regular school physical education program for boys from 9 to 15.

The 1955 National Conference on Physicians and Schools stressed the importance of adapting the physical education curriculum to the physical, social, and emotional needs and maturity level of the pupil (38). Some apprehension was expressed regarding the motivations of adults in the planning of some children's sports programs.

Sports and the Heart

For many years physicians, physical educators, and the lay public have been interested in the effects of athletics on the health of the heart. The weight of evidence has made it clear that the normal heart is not damaged by strenuous physical activity (17, 18, 29, 36). Henry (22) has presented strong evidence that increased arterial elasticity and greater stroke volume are the chief cardiovascular outcomes of training. Simonson (40) reported that the cardiac response of healthy middle-aged men to moderate exercise indicated relative coronary insufficiency of of the left ventricle. This would seem to indicate that, without regular exercise, the efficiency of the heart tends to decrease with age. Cureton (12) has continued to emphasize the importance and feasibility of slowing -- or reversing -- this trend. Bolt (8) has demonstrated that regulated exercise improves the reserve efficiency of the heart and protects cardiac patents from the dangers of lack of physica activity. Yet again, Holbrook (25) warned of the potential danger of heart strain among older persons, and those with coronary insufficiency, in strenuous skiing sessions at high altitudes. Such possibilities, inherent in a variety of unusually strenuous sports activities, presume either lack of conditioning or the pre-existence of a cardiac defect, or both. No one would question the inadvisability of participation in vigorous sports without proper training and periodic medical examination.

White (53) has pointed out that males of muscular build, with higher than average serum cholesterol levels and a familiar history of coronary heart disease, seem to be more likely to suffer coronary attacks early in life.

Some time ago Stocks (47) reported that the proportion of coronary disease was higher among sedentary persons than among those whose daily regimen involved physical exertion. In a later report (48), this same investigator presented mortality data for various occupational groups in England and Wales. The evidence strongly suggested that physical activity tends to protect against acute coronary occlusion in middle life. Stocks (48) urged that statistical studies be conducted in several nations to confirm or deny the hypothesis that senentary living may encourage the development of coronary occlusion. Lack of physical activity as a factor in the etiology of heart disease has also been postulated by Arnott (5).

Guide Lines for Future Research

Review of the literature tends to focus attention on the extremely limited amount of research dealing specifically with physical education and its relationship to optimal health. Cureton (14) has pointed out the fallacy of assuming that evidence of physical education's contributions to human progress will be produced by researchers in other disciplines. While a number of studies conducted by investigators outside the field of physical education have produced both fundamental and applied data, much remains to be done before associations between exercise and health can be sharply delineated in terms of casual relationships. Within the field relatively little has been done in the way of tightly designed investigation.

There can be slight question that a major impediment to research within the profession has been the lack of valid and reliable methods for assessment of degrees of health status. Moreover, when morbidity is used as a measure of lowered health, medical participation in the investigation is obviously necessary.

It would seem that two rather fundamental needs must be met for future basic research to make contributions to better understanding of the complex relationships between physical education and health. Productive research of a basic nature in this area depends largely upon (a) long-term study and (b) cooperative interdisciplinary effort.

Longitudinal research. Since the effects of many environmental factors on health are not manifest for many years, it seems likely that long-term studies must be undertaken before more complete evidence is developed.

A major limitation of analysis of records of mortality experience is that such studies are retrospective. The validity of data collected by going back into the records is practically always open to serious question. Since exercise represents only one of a multiplicity of factors that might influence health status, the use of records collected at other times and for other purposes is extremely hazardous.

Precise data must be collected on such factors as physique, heredity, personality, immunizations, diseases, occupation, recreational activities, economic status, dietary habits, sleep, use of alcohol and tobacco, and other variables.

Some previous longevity studies have suffered from both a retrospective approach and failure to adequately define and control the variable of exercise. By grouping subjects as ''athletes'' or nonathletes'' on the basis of three or four years university competition, and perhaps a similar period of high school activity, there is the tenuous assumption that habits of exercise will not change throughout life. It would seem well within the realm of possibility for athletes to cease all sport participation abruptly after college graduation, while the nonathlete might engage regularly in moderately vigorous activities. This argues for the frequency of observations throughout the period of a longitudinal study.

Principles and techniques for effective long-term research have been described by Lawrence and Tibbitts (30) and Stuart and Reed (49). Collins, Trantham, and Lehman (11) have presented valuable information on sampling methods and the collecton and analysis of morbidity data. The symptom check list as a worthwhile technique has been reported by Hoffer (24).

Cooperative research. While the need for the individual researcher is unquestioned, various aspects of the cause-effect relationship between exercise and health require the team approach. Since sports medicine is not one of the medical specialties in this country, most physicians are unfamiliar with curriculum, teaching methods, and research in physical education. On the other hand, most physical educators do not have a special background in the health sciences and are relatively unfamiliar with new developments in that area. Understandably then, there is a tendency for personnel in each area to feel that research on sports nad health falls primarily within the other's kẽn. At least this would appear to be the most logical reason for the general paucity of published research on the problem.

Possibly one of the best ways to stimulate the combined research effort of medical and physical education personnel is through closer relationships of university departments of physical education with medical schools (43).

Where the problem goes beyond the usual bounds of the profession, as in some phases of this area of research, investigators will benefit substantially in developing both the cooperative spirit and the group approach.

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BASIC RESEARCH
RELATING PHYSICAL EDUCATION TO PHYSIOLOGY

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When one trained in the field of human and mammalian physiology agrees to discuss the topic of how basic research in physical education and physiology may be related, little does he realize the extent of the commitment he has assigned himself. If I had wisely taken the pains to review the scopes and aims of each field before giving my consent, I might well have asked to support the thesis that there is just as much of an element of unrelatedness to discuss between the two fields as one of relatedness.

When I became aware that the field of physical education is rather distinctly divided under the headings of physical, health and recreational education and further that of these fields each includes a combination of administration, coaching, health recreation, and general physical development, I can do nothing but stand in awe of the size of the program physical education is asked to develop, compared with my own specific field of physiology. Furthermore, the approach used in the study of physiology is basically organic while the school of thought represented in your profession may have four or five different objectives, namely: recreation or relaxation; personality development; character building; social development; and organic or physiological changes, the latter actually representing only a small part of the over-all program. Thus, one soon realizes that in trying to relate basic research in physical education to physiology, one is obliged to do so only on an organic level which as indicated before is only a small segment of a very large field, and that even then they too may not be as closely related as one might think.

Before one tries to relate research in physiology to physical education one must examine the basic tools each field proposes to use to do their investigative work. In the case of physiology, we have as a guide post the classical statement of Ludwig, (1) who with the counsel of such men of science as Helmholtz, DuBois Reymond and Brucke in 1847, wrote "We four, Helmholtz, DuBois Reymond and Brucke, imagined that we should constitute physiology on a chemical-physical foundation, and give it equal scientific rank with physics, but the task turned out to be much more difficult than we anticipated". Although Ludwig and his colleagues naturally met with opposition, at the time, from those who wished to use physiology only as an applied science, the men of physiology today are and should be eternally grateful for these master minds who established our accepted definition of physiology as being ''a study of the physics and chemistry of the living''. I think it is also fair to say that we in physiology are so thoroughly indoctrinated that we are willing to say that our knowledge in physiology will advance in direct proportion to our knowledge of different techniques in physics and chemistry.

Along with this basic foundation for the science of physiology to build on, the field was some twenty years later especially blessed with the profound contributions of Claude Bernard, (2) who along with many basic and classical physiological observations outlined bery vividly the art of doing investigative or research work, and described how the establishment of facts is based on observation and experimentation. He pointed out the difference between an observer and an experimenter; an observer being a seer and one who listens to nature, while an experimenter is a doer, one who questions the forces of nature and forces nature to unveil herself. He emphasizes that an experimenter must doubt, avoid fixed ideas, and always keep his freedom of mind.

Now what can be said about physical education, its past history and its possibilities for the future. Recently it was my privilege to examine some correspondence, the major part of which was in answer to a question put to your leaders on ''What do you consider to be the most important areas of research in physical education today?'' There were many answers dealing with the desire to make further studies on the effects of exercise on all age groups, health, corrective and rehabilitation exercises, but I was more particularly impressed with some of the other comments made. Although some of them slightly deviated from the exact question put to them, they revealed to me something that is very wholesome and helpful in your field of physical education if it continues to grow. May I quote some of them for you at this time.

(1) ''To make a scientific analysis of muscles and their action with different sports.''
(2) ''To give high priority to providing data to justify our existence as a profession.''
(3) ''The attempt to seriously study the anatomical, physiological, and psychological effects of physical education and athletics is only of very recent origin.''
(4) ''At least 25 years have been devoted to developing tests and measurements and research, with probably only 5% being in available form for the profession to use.''
(5) ''I take a very dim view at the way in which physical education is now being handled in many places. Unless we make many changes I predict that we shall lose many of the gains in time allotment, financial support, status, etc., for which our leaders have worked so very hard.''
(6) ''If we do not get more good people trained to do research, our case is hopeless.''

(7) ''Many instructors are not too familiar with the general structures and functions of the body.''

I ask, in all seriousness, is one to interpret these statements from members of your own group as a dying ember of dispair and hopelessness or as a glow of hopefulness? I personally can see nothing but the latter, and as long as you continue to have leaders with real concern as registered above physical education is here to stay. I too, like some of your leaders, carry a strong conviction that the future of any science or art is directly related to the amont of creative thinking and research that is done by the people in that field. Every individual connected with the education of others should be encouraged to develop the investigative spirit, no matter how humble, how great, how basic, or how applied it may be. It is a tonic for the individual, department, and institution he represents that has no equal in the academic field. I am sure the administrators of the field will not thank me for talking this way but I am equally satisfied that if such a thing did happen they ould be very proud to say the least. May I come to their rescue with a statement by E. Rutherford (3) concerning the same thing only in the reverse direction. I quote:

> ''No University is worthy of the name, that does not do everything in its power to promote original research in its laboratories. It is the duty of the University to see that its professors and teachers are not overburdened with routine teaching, but are given time for investigation and provided with research funds for this purpose.''

Next, what can be said about research in the field of physical education? Surveys (4) are available which show that there appears to be a marked increase in interest in research of the basic organic type, and that it is being done by the people in the field of physical education and not as a by-product of another field of science. Although I am not too well founded in being a critic and judge of the way you carry on your research, I think you can make just claim for beginning a basic field of research that could yield, with determined effort, a very excellent contribution to your science. I refer to your tools or batteries of tests and measurements (5) (6) (7) that you yourself have created and have already applied to a number of different levels of physical fitness. Insisting that their reliability be supported by the statistical method helps you to remain on firm ground just as the physiologist turns to physics and chemistry for support. Then by applying the Factor Analysis Technique, you proceed to find that certain groups of tests have something in common with underlying component such as cardio-vascular conditions, muscle strength of body structure. As a result you get a more complete view of the area you are studying.

According to Cattell, (8) factor analysis belongs to the earliest stages of basic research and may provide the foundations for later special problems in pure and applied research. Truly, physical education with its many tests and measurements, has made the basic observations and it now remains to be seen whether or not you are to carry on with the task of critically testing your observations by further experimentation; or will you feel that the job is out of your field and hope that physiology, biochemistry, or biophysics will take over and finish the job. If you do I am afraid you are doomed for disappointment. Personally, I hope that you, in your own field of physical education, will carry your own created problems to their logical conclusions. Although this may mean that in the future you will have to train your men more in the field of physiology, chemistry and physics, it will be something that you will never regret. About all the men in the other sciences can do is to aid in counseling, but the solution to your problems will have to come from the men in your own ranks.

From this type of discussion, I hope you will not deduce that there can be no relationship in research between physical education and physiology. What I am trying to say is that from our present vantage points our approaches and tools for solving problems are different, but I hope that with time we will become more and more aware of the contribution each is trying to make. For example, we in physiology still talk very glibly about such little understood things as muscle cramps and soreness, fatigue, skill, stress, autonomic balance, and a host of other things which when properly clarified and understood will be very helpful in the teaching of physical education. And by the same token physical education through its group type of research and teaching can help to establish other objectives; for instance that exercise is not necessarily the principal way of losing weight and maintaining health, but rather an application of our knowledge of nutrition and diet. (9) Further the physical educationist should make an organized effort to help to evaluate the mass of literature put out by nutrition faddists. The present reasons we give for what to eat and what not to eat before or after an athletic event are far from complimentary to our digestive system. In this regard it might be interesting to point out that after a heavy meal the blood circulating through the heart is increased 30 to 40% instead of rushing to the abdominal area and in turn making us sleepy.

In conclusion may I say that in many respects we eventually must be related in our research efforts if we are to serve the best interests of the most complicated and efficient machine in existence - the human body.

The fields are ripe for the harvest, -
all we need is reapers.

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BASIC RESEARCH IN PHYSICAL EDUCATION RELATED TO CHILD DEVELOPMENT

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This is a very broad topic and must be differentiated to a large extent from about five other topics on this panel. I shall, however, endeavor to restrict this presentation to the rather narrow field of anthropometric studies of growth and development and to some functional studies which are a little broader than the anthropometric ones.

1. There is a need for conducting further studies relative to the prediction of normal weight for age, sex and build. There have been several relatively effective studies in this area1/. These, however, have been limited rather largely to the white race. There has been one study, unreported in the literature2/, on the Negro male but not on the Negro female. There has been a study on the Chinese which has not been reported in English3/. Along these lines, future studies should search further into the matter of the influence of muscular development. In one of the studies4/ attempts were made to determine the normal

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amount of fat and the normal amount of muscle relative to build, but this study was not successful in determining the effects of under or over muscular development on weight. To illustrate the point, suppose an individual whose normal weight under the usual required program of physical education for college students was 150 pounds, and suppose that he engages in weight training and adds 30 pounds of muscle; his weight, if fat did not change, would go up to 180 pounds. This would partly be accounted for in weight prediction formulas by the increase in chest girth due to increased bulk of the back muscles, but the additional increase in the girths of arms and legs and the increased bulk of chest muscles (the author's method given in footnote 1 measures the chest girth below the pectoralis major muscles), so that it would not be possible to allow for the difference in this total amount of muscle without other supplementary measurements, and in that case the supplementary measurements would have to be corrected for over-and under-fat. There is still a wide area for study in this field.

While the method proposed by the author, and listed in footnote 1, allows pretty largely for differences in body build, there was no attempt made at that time to equate those types of body builds to those of Sheldon et al., and it is quite possible and indeed probable that differences would be noted in individuals of the same height and weight where one was an endomorph and one was a mesomorph. So far this has not, to the writer's knowledge, been attempted.

2. It would seem that there should be more studies undertaken in the field of breathing capacity--frequently called lung capacity or vital capacity. The study by Kelly[5] accounts for both males and females of different ages, heights and weights (whites only), but again there has been no attempt to equate this with differences in body build other than the differences in heights and weights, and in this case the effect of corpulence has not been assessed. It would be possible to use instead of weight, the normal weight computed by one of the methods indicated in footnote 1, but so far this has not ordinarily been done. The breathing capacity of the Negro averages 80 per cent of that of the white.

In connection with studies done on breathing capacity it would be important to know how much breathing capacity may be increased by function. The writer, when about nineteen years of age, undertook in about six weeks to attempt to increase his breathing capacity. He was at that time actively engaged in cross country running and in track and field athletics, and hence was in "good shape." He practiced twice a day with a spirometer and was able to increase his breathing capacity from 295 to 330 cubic inches in six weeks. He retained this larger breathing capacity for at least twenty years. What probably happened was that the thoracic cage was stretched and the respiratory muscles strengthened. One would need, however, to determine whether or not this increase in breathing capacity is reflected in the increase in the air inspired when doing all-out circulo-respiratory endurance exercises, by increasing the amount of air inhaled and exhaled at each breath; and to determine, if there was an increase, whether this increase was reflected in the liters of oxygen per minute absorbed by the blood.

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[5] Helen Garside Kelly, A Study of Individual Differences in Breathing Capacity in Relation to Some Physical Characteristics. University of Iowa Studies in Child Welfare VII. Iowa City. State University of Iowa.

C. H. McCloy and Norma D. Young, op.cit.

3. There needs to be further studies, some perhaps pilot studies on animals in an animal laboratory, corresponding to the study by Hatai[6/] in which he found that strenous exercise engaged in when the white rat was at an age corresponding to about seven years of age in the human and continued during a period which would correspond from seven to fourteen years of age, increased most of the vital organs from twenty to thirty per cent in weight relative to body weight (the body weight of the animal was, of course, increased due to hypertrophy of muscle). These increases were contrasted to the increases due to normal growth of the control rats which had not been exercised. We do not know whether or not this would be true with children, though the probability is that it would. It might be possible in situations in which there are numerous autopsies on children to get the organ weights of individuals being killed, or dying as a result of causes that would not affect the size of the organs, and comparing those who had engaged in strenuous activities during their youth with those who had not.

Along the same line, studies in function need to be pursued with living children. For example, we now have excellent kidney function tests and there are fairly adequate function tests of a number of the other viscera. The author is not sure that all of the tests would apply to children. Astrand and Rhyming[7/] have devised a method of determining indirectly the amount of oxygen consumption during strenuous exercise by the use of the bicycle ergometer, and certainly this method might be used with adults to determine the extent to which training increased the potentiality for absorbing oxygen from the blood, and it is possible that this could also be used with children.

4. Studies are needed of the effects of various sports programs on the developing personality. Numerous individuals write about this type of thing[8/] but most of these writings are based simply on the opinions of the

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[6/] S. Hatai, "On the Influence of Exercise on the Growth of Organs in the Albino Rat." Anatomical Record. 9:647. 1915.

[7/] P. O. Astrand and I. Rhyming, "A Normogram for Calculation of Aerobic Capacity (Physical Fitness) from Pulse Rate During Sub-maximal Work." Journal of Applied Psychology. 7:2 (Sept. 1954).

[8/] Joint Committee on Athletic Competition for Children of Elementary and Junior High School Age, Desirable Athletic Competitions for Children. A.A.H.P.E.R., 1201 Sixteenth St., N. W., Washington 6, D.C. 1952.

authors, most of whom have done absolutely no research on the subject. Objective studies with objective tests would seem highly desirable.

5. While this infringes a little into the area of sports medicine, it is also an area of physical development. The writer found in South America the use of a Spanish term that was known only in Argentina, and this term was *kinefilaxia*. This *kinefilaxia* is to (physical) therapy as prevention is to treatment or cure. For example, it has been known to orthopedists for a long time that ligaments as well as muscles can be hypertrophied. The Harvard University football teaching staff and medical staff and the teaching staff and medical staff at Phillips Academy at Andover, Massachusetts, have so developed the ligments of knees and ankles that they have almost no injuries of this type due to football. It would seem to the writer that it would be well worthwhile to experiment with certain exercise forms such as those used at Harvard University and at Phillips Academy at Andover in the regular physical education program. Many people develop chronically sprained knees and ankles not due to sport alone, and it would seem that if certain elements can be added in our ordinary free exercise program that might prevent those injuries, that it would be well worthwhile.

6. It would seem to the writer that studies of the various *educational* programs on *interest* would be worth conducting. For example, to what extent is interest in the physical education program increased by some teaching along the lines of the physiology of exercise taught at a very popular level? Experiments have been done with this subject at Wake Forest College in North Carolina under Professor Long but not, so far as this author knows, yet reported in the literature. To what extent do test results influence interest? There have been numerous reports of the influence of strength test reports on interest. What would be the effect on interest, of teaching the mechanical analysis, in very popular form, of the activities taught? The writer has had some experience in this field and has found that it greatly increased the interest on the part of the pupils, in addition to enabling them to learn those skills much more rapidly and easily.

7. What are the effects of more strenous training programs on performance? A number of studies that have been conducted at the State University of Iowa[9] have shown that programs of weight training have

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[9] Theses and Dissertations Related to Weight Training Completed at the University of Iowa.

(1) Campbell, Cameron R., "A Study of the Relationship of Arm and Shoulder Strength to Speed and Endurance in Free-Style Swimming." M. A. Thesis. June, 1948.

(2) Capen, Edward K., "The Effect of Systematic Weight Training on Power, Strength, and Endurance." M. A. Thesis 1949. (Published in Research Quarterly May 1950).

greatly stimulated improvement in track and field activities, in basketball and in a number of other types of performance.

8. How early does it pay to start the program of physical education? The writer about a month ago received a book which gives programs of physical education for very young infants[10/]. Other books[11/] have carried this project on to those of the next higher ages all the way up to about the time for entering the elementary school. Does it pay to start as early as infancy? Most of us will remember the studies on Johnny and Jimmy[12/] which show one of these identical twins developing relatively high skill, being able to swim across a swimming pool under water at 12 months of age and being able to roller skate at 16 months of age, while his brother who was not trained remained much more illiterate physically. Does this pay? We need to know much more about this kind of thing.

Along the same line we need certain physiological and anatomical studies that we now lack. For example, Hatai's studies mentioned above (footnote 6) indicated that it paid in the development of the vital organs to start at an age that would correspond to about 7 in the human. We are

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9/Concluded

(3) Chui, Edward, "The Effect of Systematic Weight Training on Athletic Power." M. A. Thesis 1948. (Published in Research Quarterly October 1950).

(4) Eckstrom, Conrad T., "A Study of the Effect of Increased Upper-Extremity and Shoulder Strength on the Velocity of a Thrown Ball." M. A. Thesis August 1955.

(5) Garth, Richard L., "A Study of the Effect of Weight Training on the Jumping Ability of Basketball Players." August 1954.

(6) Kellar, Elden P., "A Study of the Relationship of Strength and Weight to Ability in the Running High Jump." August 1953.

(7) Mitchell, E. P., "The Effect of a Weight Training Program on the Retarding Effects of Excess Weight on the Performance of Selected Activities." February 1955.

[10/] Doris Reichman, Gymnastik mit den Kleinsten. Frankfurt am Main. Germany. Wilhelm Limpert Verlag, 1955.

[11/] Liselott Diem, Juch-hei, die Kleinsten Turnen. Gottingen, Germany. Verlag Manz und Lange. 1949.
J. G. Thulin. Traite de Gymnastique. Vol. III, Partie 6. Gymnastique Enfantine[4/]. Bruxelles, Belgium. Maison d' Edition. A. de Broeck. 1947.

[12/] Myrtle B. McGraw, A Study of Johnny and Jimmy. N. Y. Appleton-Century. 1935.

not sure, however, to what extent this is true of the human. The studies of Wearn[13] would indicate that a strenuous program does *not* result in a greater capillarization of the heart. Petren and Sylven[14] of Sweden, however, indicate that exercise programs *do* result in about a fifty per cent increase in the capillaries of the heart. Wearn used rats and Petren used guinea pigs. Petren and Sylven also found that the younger the exercise program was started, the greater was the degree of capillarization. What about the effect on the human heart? So far as the writer has been able to determine, no studies have been conducted on this subject. It should be clear that, while many of these studies can be done by physical educators above, many can be carried out only with cooperation of physicians. Some need animal laboratories. However in this area of child development lies many of our most needed studies.

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[13] J. T. Wearn, "The Capillary Supply in Normal and Hypertrophied Hearts of Rabbits," *Journal of Experimental Medicine*. 1937. 65 (29).

[14] Ture Petren and B. Sylven, "Weitere Untersuchen uber den Einfluss des Traingings auf die Kapillarisierung der Herzmuskulatur," Gegenbauers Morph. Jahrbuch. 80: 439. 1937.

FUTURE BASIC RESEARCH RELATING PHYSICAL EDUCATION TO SPORTS MEDICINE

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In approaching the problem of ''basic research in physical education'' one must consider the need for a definition of the term ''basic'' as specifically applicable to this field. The concept of basic research as applied to chemistry, physics, or to other exact sciences does not have the same meaning for physical education, a science made up of an infinite number of variables, because it deals with overall development and with social, economic, nutritional and vocational differences, as well as various states of health in individual human beings. Leaders in the field of physical education no longer think in the archaic terms which, for decades, implied training in muscular or athletic skills alone. They have wisely added the words ''health and recreation'' to the name of physical education departments.

Today we are concerned with the education of the whole person for more effective living as an intellectual and social entiry, as well as an organically healthy one. From this perspective, basic research in physical education calls for a demonstrable applicability to the everyday life of the population at large and, in particular, to the school segment of the population.

A truly integrated concept of ''basic research'' as applied to physical education, therefore, must be defined in almost identical terms as ''sports medicine'', whose basic objectives include; studies which deal with criteria for 'normalcy', with means of attaining and retaining highest levels of physical efficiency, with those who should be implementing such investigations, and with the problem of applying the results of such studies for the maximum benefit of all.

SCIENTIFIC TEAMWORK INDISPENSABLE

As in both medicine and education, basic research in physical education demands the teamwork of scientists on both the investigative and the applied level. The physical educator cannot function all by himself; he needs the active cooperation of the physiologist and the physician as equal partners. Nor are these the only categories of scientifically trained professionals who would need to be involved in a basic research program relating physical education to sports medicine.

The psychologist, sociologist and the nutrition expert -- not to speak of the medical specialist in orthopedics and neurology -- all of these have vital roles in the comprehensive picture of study and application in this field. Without this kind of teamwork, without an active, dynamic pooling of specialized experience and skills, little of any worth can be accomplished.

It is this very synthesis of professional experience and know-how that is the fundamental aim of the American College of Sports Medicine, which, I am happy to note, numbers among its Fellows and members some of you college physical educators present here today.

In our society, the school is a natural, ready-made laboratory for the kind of applied basic research we are concerned with, since every child must go to school. Physicians cannot see in the examination room what physical educators can see during the play period or during sports activity. We physicians have learned virtually everything we know from disease. Of course, as students, we also were taught to recognize the so-called normal, but compared to the thousands of hours we spent in the post-mortem room, in surgery, in clinics, and in hospital wards, our training in evaluation of normal functioning was meager, indeed. You physical educators, however, have learned virtually all you know from studying and working with normal, healthy humans.

It is easy to recognize the distribution curves of the distinctly abnormal, at one extreme, and the paragon of fitness, at the other. Our difficulty lies in reliably evaluating the polyphasic information on which we depend in order to judge those in between the two extremes.

We depend on the history of past performances and illnesses; on family background, both physical and emotional. We go by physical findings; response to stress; laboratory studies such as blood analysis, x-ray, electrocardiography, etcetera. Not only do we have difficulty in ascertaining the diagnostic and prognostic importance of each finding, but experts in each of these fields are not in agreement on border-line standards.

Because he is a trained observer on a practical, day-to-day level, it is the investigator in the field of physical education, particularly in athletics, who is largely responsible for focusing attention on the need for a revaluation of criteria of normalcy and of non-pathological deviations from accepted norms. The physical educator is in a strategic position to follow at least a segment of those who participate in various forms of motor activity and who show so-called "abnormal" clinical and laboratory findings but who, at the same time, appear capable of functioning on a high level of motor performance not only without suffering ill effects, but with actual improvement in functional efficiency.

PROBLEMS FOR RESEARCH

1. How Can We Promote Interdisciplinary Collaboration?

In the light of what has been said so far it seems obvious that the indispensable prerequisite for a productive approach to basic research relating physical education to sports medicine is:

To explore ways and means of synthesizing the roles of physical educators, physicians, physiologists and scientists in allied fields.

What they will teach each other will enhance their effectiveness in their respective callings. More important is the fact that their combined knowledge and coordinated experience can produce a constantly growing body of scientific wisdom without which research in this field will amount to no more than theoretical excursions in a vacuum. Too often, the professional isolationism which has characterized our disciplines has resulted in the actual dissemination of misleading information.

Admittedly, there has been a traditional reluctance on the part of the medical profession to work closely with non-M. D.'s. Whether this has been due to a fear that certain non-medical personnel might encroach upon fields and prerogatives exclusively medical, is hard to say. Physical educators, on the other hand, with understandable pride in their own highly specialized training and experience, tend to take a dim view of accepting guidance in their own programs from the medical profession whose members have had little or not contact with the practical aspects of normal physical activity as it is planned, organized and implemented by the physical educator. The physician does, however, have a vital contribution to make. As one who has worked closely with physical educators and physiologists for many years, I know that our professions need each other urgently, and must search out ways to creating a dynamic modus operandum if an effective fitness program for the entire nation is ever to be carried out.

With the aim of Problem Number 1 in mind -- "How Promote Interdisciplinary Collaboration" -- I advocate investigating the following realistic projects:

(a) Physicians interested in various sub-specialities should be assigned to teaching staffs of college physical education departments. (For many years, while teaching cardiology to medical students at Temple University, with the help of my associates I also taught postgraduate students in physical education. We demonstrated, on a practical level, the normal and abnormal cardiovascular system, utilizing fluroscopy, teleroentgenography, electrocardiography, as well as functional tests). It would be equally important to have physical and health educators teaching medical students the role of their specialty -- organized, regular physical activity -- in the prevention and treatment of disease. I do not have in mind an occasional lecture invitation to a physical educator by an occasional broadminded medical educator, but a well-grounded, prescribed course, occupying a major position in

The Curriculum. My idea here is not to attempt to make physical educators out of physicians or physicians out of physical educators, but to help make it possible for each to understand the language of the other, to gain mutual insight into methodologies and into ways of supplementing each other in the service of individual and community health.

(b) Let us take an elementary school fortunate enough to have both a full-time physician and health educator and a physician. Close cooperation between the two in maintaining careful records would produce reliable data for comparison with another elementary school which may have a full-time physician, but in which the so-called physical education program is assigned to just a staff teacher. If there are differences in the results in each school (and I am certain there would be) what would those differences be? Surely we believe that a specialized, supervised program under a trained person is superior to an improvised one handled by a non-trained individual. Only a carefully recorded, comparative study would have any meaning, scientifically, in terms of advancing fitness programs in the nation's communities. And such investigations, again, require genuine cooperation between physical educator and physician.

(c) I know of some schools which give daily vitamins to the children. In most schools this is not done. In some, the practice is sporadic. School physicians working with physical educators would be in a key position to undertake an investigation to determine whether there is any appreciable difference in the health picture of one school as against another. It would be important to know the connection between a consistent vitamin-dispensing program (or the absence of it in a ''control'' school) and the frequency of colds, absenteeism, alterness, motor function, zest for life, generally among the children. Any of the large pharmaceutical companies would be delighted to provide the material for such an investigation. It has been done in England, and, since the American people tend to be ''pill-swallowers'' it would be worth knowing who benefits -- the pill-swallowers or the drug manufacturer. This is a comparatively simple study which can shed a great deal of light -- or shadow -- on some of our habits.

SCIENCE VERSUS PSEUDO-SCIENCE IN SPORTS MEDICINE

I referred earlier to the dissemination of misleading information which often results from the professional isolationism characterizing our disciplines. In considering programs for ''future basic research'' in this field, the deplorable lack of scientific checks and balances in physical education and sports medicine research poses another fundamental challange to us, namely:

2. How Much of What Kind of Physical Activity is Beneficial, and For Whom?

(a) Danger of exhaustion and overstrain from excessive athletic competition, according to widespread impression, is a special peril in early adolescence. Assuming that a young boy's ambition might conceivably outstrip his vitality, you would expect that a cardiologist with a quarter-century of experience would have seen at least one case of cardiac injury as a result of athletic endeavor in a normal youngster.

Well, I haven't -- and no cardiologist of standing has ever reported such a thing, as far as I know. We have, indeed, seen cases of collapse and even death on the playing field -- but in every instance I know of where opportunity for reliable determination was possible, it turned out that the victims had had a previous, usually undiscovered pathological condition which was the underlying cause of the episode. Since there are schools which do permit participation in strenuous competitive sports, thorough-going studies should be made by teams -- and I emphasize teams of medical and other scientists to determine factually and authoritatively whether some of the things published in so-called scientific papers and books are scientific truths or just impressions.

(b) Widespread debate is still going on over the issue of football in lower schools. Just three weeks ago a regional physical education director sounded the challenge: "Show me one shred of evidence that playing football below the senior high school level is harmful to the participants." His statement was made to a nationwide assembly of physical education directors during his defense of his own school system's football program in lower schools. No one was in a position to provide the evidence he demanded. None of us, as yet has sufficient data to produce authoritative answers, one way or another. Since such programs are in operation, the living material is available for study -- indeed, for basic research on a problem that is plaguing countless educators and parents.

(c) We know that intramural sports benefit a greater number of individuals than do school teams. What methods need to be developed to increase the number of class teams? Why are they on the decline when all of us interested in building a healthier future generation are aware of their value to the boys and girls of today? Here is a situation which is made to order for study and planned action on the part of physical educators, who are, every day, in the very laboratory where the human material is at hand.

(d) Although the practice has been in vogue among athletes since most of us can remember, there still is no authoritative data on the value of ''warming up'' prior to participation in athletic activity. Does it really limber up the athlete? How long should this ''warm up'' session take in a given sport? Is it of value at all when, as we often see, participants go through a ''warm up'' session and then sit down and cool off again before being called upon to jump into play? What happens, psychologically or physiologically to help the player when he warms up -- or does it really help at all? Opinions of experts differ on this question. And what application would a basic study of this problem have for non-athletes who plan to start some sports activity? The experienced observation of physical educators, and coaches, too, coordinated with the know-how of physiologist and physician, could make for a significant contribution to both education and medicine.

MORBIDITY AND LONGEVITY IN ATHLETES

Many of us are convinced, if only by the logic of the physiologic, that individuals who have regularly indulged in athletics or other forms of physical activity enjoy a longer and more useful life than those of comparative age levels who do not. As scientists to whom the community looks for authoritative answers, however, we cannot state our convictions on the basis of any fundamental research or statistical analysis. This, then is another problem in ''basic research'':

3. What Are the Long Range Effects of Athletic or Other Physical Activity?

Under the guidance of Phi Epsilon Kappa, the physical education fraternity, a group of cardiologists and physical educators have collected more than 5,000 answered questionnaires from 23 colleges and universities providing information on morbidity and longevity among letter-men of past years as compared with non-athletes of the same college populations.

(a) These records are awaiting analysis and evaluation -- and thousands more, such as those disseminated and collected by volunteers in the various institutions of learning, can be obtained. It should be possible to send such records to investigative teams of researchers or students working for advanced degrees for check-and-balance study. The very same records could be sent subsequently to other study groups to see whether the same results are obtained --much as the ''split-sample'' method is used in chemistry determinations.

(b) It would be important to learn to what extent the date and analyses might vary, and how much 'scientific astigmatism' there is among different research workers. Students would have an opportunity to investigate something of practical importance, and differences in methods of studying the same material, as taught by different instructors, would undoubtedly disclose findings and opinions at variance with each other. The investigation already under way could serve as a pilot experiment to be expanded and repeated on a much larger scale. This would not only yield significant data in quantity, but would shed light also on differing methodologies employed in this kind of basic research which may help account for often conflicting conclusions that are reported from farflung sources.

(c) Invaluable new insights could be gained through such "basic" research", insights which would apply to physical education programs both in and out of schools, and to activities among the population at large at all age levels. There would emerge long-awaited anseres to such questions as: Are the outstanding athletes of school and college years healthier, in later life, than their classmates to whom physical activities were a matter of superficial routine -- if indulged in at all? In terms of psychological, social and economic values, aside from physical outcomes, what impacts do successful athletic careers in youth have success in later life?

(d) From the perspective of sports medicine, if a scientific analysis of Longevity and Morbidity in Athletes were to show (as I am confident it would) that letter-men enjoy long-range benefits from their activities, how could these findings be applied for the benefit of ordinary, non-starring individuals of school and college age? Could we then not determine what are the minimum requirements for healthy motor activity? On the basis of this type of research, would we not be able to classify the criteria to be followed in prescribing the right type and amount of exercise -- per day, per week or per month -- as minimal for the achievement of fitness? From the evaluated histories of college athletes following their graduation we should learn a great deal about what criteria to go by in planning a modified physical education program for individuals whose findings deviate from currently accepted norms. And to what extent exercise should be modified in relation to very specific physical findings of one kind or another. The fact is that, at the present time, both physicians and physical educators are compelled to resort to 'guessometric' solutions, since both professions are working in the dark on many such problems -- and unable as yet to communicate with each other on a really constructive, scientific level, besides.

CONSIDERATION OF THE PHYSICALLY UNDERPRIVILEGED

Every physician is profoundly aware that there is a special role for preventive medicine in planning and implementing a program for a shockingly large number of Americans, especially among our youth, who have been, and still are being virtually cheated out of their right to the useful, life-prolonging enjoyment of total fitness, by which we mean physical, as well as social and emotional fitness. I refer to that segment of the population which represents a truly vital challenge to us champions of ''basic research in physical education.''

4. How Can We Reclaim the Physically Underprivileged for a Full Life?

This ''underprivileged'' group can be divided into two general catagories, the first of which includes those who are victims of ignorance:

(a) The handicapped as a result of misdiagnosis;

(b) Children labeled by their parents, erroneously, as 'sub-par' -- a stigma which too often is perpetuated throughout life;

(c) Sufferers from ''iatrogenic (physician-produced) disease'', often started by the discovery and loose discussion of something like an innocent heart murmur, and resulting in the invalidization of a perfectly normal individual;

(d) Youngsters whose families shortsightedly humor and cater to complaints which usually are nothing more than psychologically motivated mechanisms of escape.

In all of these instances, the physician with a positive, psychologically oriented approach can be of real value by re-examining the individual, evaluating the symptoms clearly, and explaining the findings to both ''patient'' and those who guide an most directly influence his life.

The second category comprises persons who actually do have some form of organic disease. In such individuals, more detailed and skilled medical studies are indicated in order to determine the type and degree of physical activity permissable in each specific instance.

A fundamental kind of study is yet to be made to establish how many of these ''physically underprivileged'' members of our American community can be reclaimed for a full, normal life, instead of remaining the neuroticized rejectees of their fellows in areas of work and play, of national defense and social obligations.

MEDICAL EXAMINATIONS AND REMEDIAL PROGRAMS

The role of the school and college physician -- aside from the lack of a team-relationship with the physical educator -- continues to be a relatively nebulous one. Basic research must be done to determine this vitally revelant question:

5. Is The School Medical Program Consistent with a Progressive Physical Education Program?

(a) It is important to ascertain how many cases such as tuberculosis, rheumatic infection, diabetes have been detected by physicians with the help of observant physical educators in schools which maintain regular medical and physical education departments, as compared with schools which lack either or both facilities.

(b) How often is it necessary to examine high school athletes who play regularly on various teams? What type of general or specific advice is given? For example, it is popularly felt that playing volley ball is not as strenuous as playing football. The statement is therefore frequently made that students who play volley ball need not be examined as often as those who play football. It may well be, however, that volley ball requires a greater, and more constant expenditure of energy than football. Studies are needed to determine the facts, and medical programs must be adapted to findings scientifically arrived at.

(c) What has been accomplished in the field of remedial physical education as far as scoliosis and other deformities are concerned? It is entirely possible that only a few can be benefited by certain forms of exercise. Basic research has to be directed at learning which type of deformity will be benefited by what form of remedial physical education. Those which can be helped should be singled out for prescribed corrective programs, so that the maximum time alloted is not spread thinly over a broad grouping with only minimal help going to those with the greatest potential.

"NORMAL" AND "ABNORMAL" --- STANDARDS AND TESTS

In the light of my observations thus far it becomes necessary again to emphasize the need for reliable, universally recognized standards by which to classify various degrees of abnormality, much as the American Heart Association answered a need in medical science by setting up an authoritative Classification of Cardiacs. Every physician faces difficulties in evaluating cases that come to his attention due to a lack of accepted standards in other areas of medical practice. Perhaps one of the most basic needs in "basic research relating physical education to sports medicine" is an all-out investigation of the problem:

6. In the Framework of Physical Acitivity for Maximum Fitness and Efficiency, What is Normal and What is Abnormal?

A number of years ago I had the opportunity to examine an outstanding tennis champion following a tennis match in which he emerged as the winner with an award of $10,000.00. While his physical examination was negative, the x-ray of the heart showed it to be somewhat wider than normal. According to accepted standards it would have to be labeled "enlarged". The electrocardiogram showed a right axis deviation, a finding which is not uncommon in athletes.

The chest plate and electrocardiogram were sent to 6 outstanding cardiologists who were asked on the basis of these 2 examinations for their opinions as to whether or not this athlete should be permitted to continue with his strenuous competitive physical activity. With the exception of one, all advised against it. Since that examination this athlete has continued playing without showing any signs of heart "enlargement" or changes in the electrocardiographic pattern. Fortunately for this athlete we never informed him as to the medical opinions in his particular case.

Since then, we have been urging another basic study to determine whether a wide heart of otherwise normal configuration should be considered an "enlarged" heart did not start with a wider heart before considered an "enlarged" heart. Where are the facts to show that individuals found to have a so-called "enlarged" heart did not start with a wider heart before they engaged in strenuous physical activity? It is this very absence of basic research data on the subject of heart-size in connection with physical exertion that is responsible for the myth of "athlete's heart." One man's "large" heart, unless it is established that the heart actually became larger as a result of organic stress or disease, is just as normal as another man's "small" heart or large nose!

The health and future of our nation and, especially, of America's tomorrow, demands that we devise ways and means of maintaining adequate records from youth to old age on which sound scientific opinion can be based.

We are still far from having arrived at an authoritative, all-inclusive battery of tests which will answer fundamental questions about physical efficiency. For "basic research" along this line it would be necessary to coordinate a variety of scientific disciplines, as we are going in the American College of Sports Medicine, to determine, cooperatively, the required tests for motor, cardiovascular, respiratory, circulatory and neuro-muscular efficiency.

On the basis of empirical observation over many years, one would be tempted to risk oversimplification of the problem by suggesting that the most convincing test is the extent of ability to perform physical work. This, however, would not cover prognosis, nor would it serve a criterion for advising continued physical exertion.

A medical example would be a case of essential hypertension with marked cardiac enlargement (due to the disease). Until such an individual develops signs of symptoms of cardiovascular-renal failure, his capacity for physical work may be tremendous. Yet, it is quite possible that the strain over a prolonged period might hasten disability, and even death. Even in such an instance, we have no reliable criteria to state with scientifically demonstrable evidence whether strenuous physical work tends to retard, or to advance a condition such as essential hypertension.

I must repeat, because I believe this to be so fundamental in any constructive approach to the problems being ventilated here today, that nothing of lasting worth in the field with which we are concerned can be accomplished without a genuine partnership of labor among physicians, physical educators and other scientifically trained individuals working in related fields.

PAVLOV KNEW....

When asked about his horticultural pursuits, Pavlov once replied: "Splendid! From this kind of work I get muscular joy which gives me greater satisfaction than intellectual joy. . ."

To a coal miner Pavlov once observed: "All my life I have loved intellectual or physical work, and, indeed, the second more than the first. But I have felt particularly satisfied when I have introduced into the latter some successful improvisation, that is, have united the head with the hands. . ."

How can we evaluate "muscular joy"? How can we demonstrate the value to health and longer life of uniting "the head with the hands"? Perhaps because Pavlov did not enjoy the cooperation of fellow-scientists in other disciplines, he could do no more than wax poetic about the worth of exercise.

We can, if we will, add scientifically established truth to the poetry of better living. . . .

THE PHYSIOLOGICAL IMPLICATIONS OF MEDICAL REHABILITATION

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The purpose of this paper is to outline a universal physiological theory of exercise and training derived from clinical experiences with disabled individuals of extraordinary physical efficiency. Three case histories will be presented, each belonging to a different pathological category.

The first observation concerns a marathon runner with aortic regurgitation and mitral stenosis of rheumatic origin. The case has been described by Dr. M. M. Suzman and myself in Vol. 114, pp. 467-470 of the Journal of the American Medical Association. The point under review is that the major hemodynamic abnormality did not stand in the way of the attainment of feats of endurance so great that not more than one in a million of normal people are capable of doing likewise.

The second observation is that of a young man who was born without hands and without the right lower leg who under prolonged training learned to stand and to walk, to play the piano and to write, to take part in games like table tennis and garden croquet, to fence and to swim. This case has been described by Dr. H. Kessler, Dr. E. Straus, and myself and is in print in the Journal of the American Medical Association.

The third observation previously communicated in my monograph, "Syncope in Athletes" is that of a diabetic Davis Cup Player in whom an extended period of physical training led to a reduction of daily insulin requirements from 30 to 10 units, simultaneous with his rise to world class as a tennis champion.

In each case a different pattern of adaptation is involved. In the first instance it affects heart and blood vessels, in the second the motor control functions of the brain: and in the third the carbohydrate metabolism. But, in all three instances, the physical training taps resources of adaptations that are not readily accessible through outline methods of exercise though they do become accessible with some of the recently introduced principles of training, such as those introduced in athletics by Gerschler of Preiburg in Germany; in piano playing by Gieseking: and in rehabilitation by the British School of Sherrington and Adrian.

The compensatory process always meets the specific requirements of the exercise situation, notwithstanding the fact that the pathological defects are not corrected by it, i.e. the defective hemodynamic, coordinative and the enzymatic processes attain a common element of direction under the influence of the physical training.

The physiological systems to which reference was made are thus not only rendered sufficiently effective but they are also integrated into a precisely patterned functional structure that underlies each specific and purposive neuro-muscular performance. Each such performance is characterised by specificity. The endurance which enables the marathon runner to excel in the long distance race is of a specific nature in that it does not enable him to participate in feats of endurance of a different kind, e. g. in a channel swimming contest; the coordinative efficiency which the triple amputee developed through practice manifested itself only in those activities in which he had been subjected to training; and the enzymatic adjustment which led to the economization of the carbohydrate metabolism of the tennis player was not transferable on a commensurate level to other athletic skills.

From the above evidence the existence of two different though interdependent levels of adaptation to training is postulated. The one level is systemic in nature, i. e., it concerns single physiological components: for this reason its influence on exercise capacity is invariably limited. The second level comprises the neuro-muscular control elements of the brain and therefore involves cortical as well as subcortical participation: and secondly, it brings into action an autonomic component, centered in the midbrain, with which the neuro-muscular element is coupled.

The theory under discussion establishes the fact that the brain plays the leading, a universal and the decisive role in the physiological integration of the processes involved in exercise and training. It allocates a tertiary role to the more readily demonstrable organic adjustments that occur in the heart, the muscle, the capillaries, the alveoli of the lungs, etc.

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The above three case histories are fully representative of what is now accepted as valid by leading clinicians in this country and in Europe, though it will take time before a minority of the less informed and old-fashioned practitioners will appreciate the significance of exercise in clinical medicine.

In a classical "Report of Re-examination of 4,994 Men Disqualified for General Military Service" by Robert L. Levy, William D. Stroud, and Paul D. White, published in the *Journal of the American Medical Association*, December, 1943, i. e. subsequent to the presentation of the paper by Suzman and myself in 1940, the results of a follow up study conducted by special Cardiovascular Boards in Boston, Chicago, New York, Philadelphia and San Francisco are detailed. Three hundred and three young men who had been originally rejected for military service because of cardiovascular disease, in most cases because of rheumatic heart disease, "served long and well in the Armed Forces". Recurrence of Rheumatic activity was distinctly uncommon even in those who saw active war service.

As regards athletic efficiency of amputees and other categories of physical disability, an excellent review has been presented by L'Etang, ''Physical Disabilities in Sportsmen'' in The Practioner, London, May, 1955. It contains an impressive accout of a great variety of cases of internationally known athletes with physical disabilities.

The effect of physical training on diabetes, with special reference to insulin requirements is dealt with in two monographs. The one is ''Leistungsfähigkeit und Arbeitseinsatz des Zuckerkranken'', by H. Banse and R. Spickernagel, Thieme, Leipzig, 1940; the other, ''Diabetes Mellitus and Exercise'', by E. O. Errebo-Knudsen, Gad, Copenhagen, 1948. Both stress the ''unterstutzenden und insulinsparenden Einfluss der Muskelarbeit'' (supporting and insulin saving influence of exercise), and that the ''Grad von Leistungsfahighkeit ganz erstaunlich sein kann und den Gesunden nicht nur erreicht, sondern ubertrifft'' (that the degree of physical efficiency of diabetics can be altogether amazing, equaling or surpassing that of normal individuals). Also, Banse and Spickernagel point out that more carbohydrates can be eaten by diabetics if they follow an active exercise regime. Errebo-Knudsen sums up his experiences by saying that exercise has a favourable effect on the diabetic organism; and that physical efficiency of such diabetic patients is the same as that of normal individuals. It is only in more severe cases that physical efficiency declines.

BASIC RESEARCH IN DETERMINING THE INHERENT WORTH OF ACTIVITIES

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Problem I - Educational Values of Activities:

a. Values determined by applied knowledge: Facts from philosophy and science would be used as a basis of determining the potential values resulting from participation in all activities - social, educational and physical. The research method is the application of inference from fact.

b. Values determined by direct research: Under controlled conditions and applying various appropriate methods of research, the physical, social and/or educational values resulting from participation would be determined. The research should be broad and comprehensive and stem from the basic purposes of philosophies of a particular society. Changes in people, as the result of participation, would serve as a basis for establinging inherent values of various activities.

Problem II - Democracy and its application in activities:

a. The nature of democracy: The components of democratic structure and function would be determined and described. The nature of each component would also be established as it is applied to the living conditions of people.

b. Application: An application should be made of each component of democracy to the activities (social, educational and physican) in order to establish the nature of each application. The problem is largely quantitative. The questions answered would be the limits in application. For example, what is the exact nature and extent of ''Equality'' as it exists in an activity.

Problem III - Emotional stress:

a. The nature of emotional stress: It is necessary to understand the psychology, sociology and physiology of stress, its basic causes and the influences over short and long periods of time.

b. Contributions of activities: A study would be made of the influences of activities social, educational and physical - as it relates to emotional stress. The favorable and unfavorable influences activities have would be determined. The values-therapeutic, preventive, corrective and so forth would be, therefore, determined.

Problem IV - Health and activity participation: Research would establish the degree and nature of participation in social, educational and physical activities in order to gain good health. For example, it has been said that men over forty should not exercise. Such a statement does not appear correct but research is necessary to determine how far one should go and the requirements in order to continue an active life. The full nature of the participation of man for good health and well-being needs to be established.

IMPLEMENTING BASIC RESEARCH IN PHYSICAL EDUCATION

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It is one thing to talk about basic research, but quite another to implement such research and bring it to fruition. There is in physical education, as one of the consultants*/ put it, ''too much talk about research and not enough research''.

In discussing the problem of implementing basic research in physical education, the writer would like to attack the suject in the following fashion: firstly, to indicate the prerequisites for conducting basic research; secondly, to point out the factors associated with the physical education profession which seem to impede basic research; and, lastly, to suggest a few procedures which might serve to implement basic research.

Prerequisites To Conducting Basic Research

Three basic ingredients are necessary if basic research is to flourish: namely, research personnel, facilities and an atmosphere conducive to scholarly thought. The first is important not solely in terms of number, but also in terms of quality. Research requires ''thinking ability'' based upon native intelligence, training, intellectual curiosity and intellectual honesty. The importance of facilities for conducting research is obvious. To be sure, many good studies have been carried out under the most frugal circumstances, but many of the profession's most basic problems can be attacked only in the laboratory situation with precision instruments. Perhaps the least appreciated, yet an essential element for basic research, is the research atmosphere. Not only does the researcher need the personal qualifications and facilities, but he needs the time free from distracting pressures to cogitate and to engage in discussion with others of like interests. Consequently, the problem of implementing basic research in physical education resolves into how best can the profession provide these three basic ingredients, the deficiency of any one of which markedly restricts research efforts.

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*/ The author is indebted to the following persons for their very helpful suggestions concerning this topic: Drs. T.K. Cureton, Franklin Henry, Paul Hunsicker, Warren Johnson, Henry Montoye, Seward Staley, and Carl Willgoose.

Factors Limiting basic Research

It seems to the writer that there are a number of factors related to physical education which act to impede progress in terms of fundamental research. Immediately, such factors as inadequate funds, scarcity of time, the limited number of trained personnel, etc., come to mind. But these are probably more symptomatic than causative. The real causes lie much deeper; being, in some instances, almost inherent in our profession. If these couses can be isolated and corrected, or at least minimized, basic research can proceed much more rapidly. These are the factors which, in the opinion of the writer, act as the primary retardents.

Factor One - The Type of Individual Attracted to the Physical Education Profession: Physical Education, traditionally, has been a profession placing a premium upon motor skill. There is apparently very little relationship between the kind of intelligence necessary for performing the ''giant swing'' or ''hitting a ball'' and that necessary for abstract thinking. Those below average in motor skills are not usually interested in athletics and this is especially true for those more intellectually inclined, for they are attracted to pursuits and hobbies more academically directed, and which, incidentally, frequently prepare them for future work along research lines. Physical educators generally attempt to discourage those who are below average in motor ability from choosing Physical Education as a profession, irrespective of their intelligence level. This eliminates at least half of those with scholarly inclinations. Despite our rationalization as to the different types of inteligences, it is still a fact, that as compared with other academic disciplines, physical education is below par with respect to the type of mentality necessary for scholarly work (1). This does not mean that there are not some very capable scholars in the profession, but simply that the profession has less than its share of them. At the very outset we are limited with respect to prospective research workers due to this selective factor.

Factor Two - The Nature of the Professional Training Curricula: Both the undergraduate and graduate curricula are geared to the everyday problems related to teaching. This is the result of our professional ''self concept'', namely, that we are promoters of physical activity and sports, and not students of physical activity and sports. By virtue of the curricula individuals are not trained for research. Practically all schools emphasize methods courses and require only the very minimum number of courses in the liberal arts area, the minimum being forced upon us by jorces outside the profession. A limited survey, by the author, of eighteen of the better known professional training institutions revealed that in their undergraduate curriculums only four required a course in mathematics, six required physics, nine chemistry, and two required philosophy and/or ethics. Research in physical education is practically impossible without a knowledge of elementary mathematics, and any scholarly pursuit is given direction by a knowledge of ''the philosophies that men live by''. The importance of chemistry and physics is obvious since a muscle does not contract nor is a ball thrown without involving principles derived from these areas of knowledge.

Factor Three - The Prestige of Research Among the Members of the Physical Education Profession: Perhaps this had been better titled "the absence of prestige -- " for many physical educators apparently do not see or believe in the importance of research to the profession. All too frequently, as one of the consultants put it, they think of the researcher as an "egg head". One of the state publications carries a column on research titled, "Research Can Be Practical", the clear inference being that usually it is not. A well known and respected physical educator was overheark to remark in a semi-jocular vein to a class of graduate students that "most any 'snitch' can do research." This lack of prestige has two debilitating effects: firstly, younger members of the profession shy away from research; and secondly, the researcher sometimes has difficulty in gaining the complete cooperation of the class teacher in carrying out needed research.

Factor Four - The Failure of the Administrators to Support Research: Many administrators pay lip service to the need for research, but here they feel their responsibility ends. Nothing could be further from the truth. Good research benefits all and in one way or another is the responsibility of everyone. Research cannot be easily accomplished without the cooperation of both the class teacher and the administrator. In fact, the key person in implementing research is the administrator. The research expert carries out the immediate experiment, but it is the administrator who is responsible for engaging his services and for providing the necessary conditions in terms of facilities and atmosphere. If the researcher has to spend time procuring money, etc., he has little time left for the thought processes. If basic research is to be conducted in physical education, the administrators must: (1) establish research professorships, as is done in other disciplines, (2) provide time from the teaching load for research, (3) give adequate financial support, and (4) free the researcher from extrinsic pressures, including the pressure to publish. To some administrators, research is a means to publicity through publication. Research and publication are not the same thing although the former should lead to the latter, but in the researcher's own good time. The best evidence of the lack of administrative support is the limited amount of basic research emanating from the various institutions. Further evidence is the finding of Hunsicker (2) when he surveyed the situation with respect to physical education research laboratories throughout the country. Of the 125 institutions surveyed, only 16 claimed to have research laboratories in their Physical Education departments and this probably is an exaggerated number since no research is forthcoming from some of the schools names.

Factor Five - THE Attitude of Some Researchers Toward Research: The list of obstacles to basic research would not be complete without mentioning the negative effect that the attitude of some individuals now engaged in research has upon implementing basic research. There are a number of researchers who believe whole heartedly in the importance of research, but only if they can see some immediately practical application of the findings. This stifles creative thinking. Such people apparently are not aware that some of man's greatest discoveries have grown out of nothing more or less than an aroused curiosity about some phenomenon. For instance, those who patiently charted the course of the stars probably would never have laid the basis for later discoveries if they had been completely controlled by the idea of application. This is not to imply that so called applied research is not important nor that any research should be undertaken irrespective of how illogical the hypothesis, but rather it is a recognition that information often precedes application and pure research supplies such information.

There is another attitude on the part of some researchers that alienates those not engaged in research and reduces the chances of gaining their support and this is the attitude that the beginning and end of all knowledge is to be found in research. It might be termed the ''sacred cow'' attitude and is sometimes evidenced by the ''stuffed shirt'' who leaves the impression that those in physical education who are not actively engaged in research are intellectually inferior. Such an attitude is professionally devisive.

There is a third attitude toward research, held by some researchers, which is perhaps the most prevalent and serious of the three in terms of ultimate effects, and that is the attitude that research work is a professional senecure. Such individuals do not engage in research to gain desired information, but rather, to insure their professional status. Research is a systematic search for facts; in the finest sense, it is a quest for truth. This must be the ''idee fixe'' of the true investigator if his efforts are to be productive. Obviously, all persons have mixed motives in undertaking any task and the desire for professional prestige is not entirely unwholesome, so long as it is properly subordinated. But when research is conducted for some ulterior purpose, it frequently results in shoddy work and erroneous findings. This would not be so serious if only the offender were involved and his time wasted. The number of man hours lost as the result of false findings is astounding when one considers that: (1) such findings have a way of creeping into the text books; (2) they may serve as hypotheses for future studies; and (3) when someone ultimately gets around to checking the study with a similar study, conflicting results are obtained which demands further research. This fault is not restricted to research in physical education, but it is perhaps more serious in view of our manpower shortage. Certainly basic research cannot proceed normally with such sabotage occurring.

Suggestions for Implementing Basic Research

On the basis of the preceding discussion, the following suggestions are offered for consideration as possible ways of implementing basic research in physical education.

(1) A definite and systematic effort should be made to enlist the

support of all members of the profession by educating them in the importance of research to the future welfare of the profession. This, to be effective, must be organized and properly directed. It cannot be a hit or miss affair.

(2) Every effort must be expended to attract potential scholars into the profession. Perhaps the profession is going to have to modify its attitude toward the importance of motor ability as a prerequisite to success as a physical educator. Some of the engineers who plan the finest bridges are miserable failures as carpenters or riveters. In view of the present emphasis in the curriculum on methods, it seems advisable to attempt to attract for graduate work persons from other disciplines which have broader and richer curricula, academically speaking. The solution to enriching the physical education curriculum is not simple in view of the demands placed upon the teacher in the field. The class teacher must have skills and know teaching methods.

(3) The individual researcher must enlist the support of and cooperate with researchers in other areas. The writer, in making such an effort, has received the utmost consideration and support, and others who have made similar attempts report similar success. This procedure will compensate in part for current deficiencies in departments of physical education with respect to facilities and technical aid.

(4) Perhaps it is time that the profession gave serious consideration to the problem of how to conserve its research resources. There is a definite limitation with respect to both qualified personnel and facilities. In most areas of work this would call for a pooling of resources. Perhaps some means can be worked out whereby more basic research can be conducted on a collaboration basis.

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2. Hunsicker, P., ''A Survey of Laboratory Facilities in College Physical Education Departments,'' Research Quarterly, 21: 420-423, December, 1950.

OPPORTUNITIES FOR ADVANCEMENT OF PHYSICAL EDUCATION KNOWLEDGE

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The following jobs are open:

1. Search for understanding and application of natural drives.
   a. Seek an understanding of the apparent natural drive of children for frequent release of energy through large-muscle exercise, for physical play behavior, for spontaneous game conduct in groups, and for competition in physical activities.
   b. Determine if individuals offered a wide variety of opportunities would instinctively seek the kinds and amounts of physical activity best suited to their needs.
   c. Examine constitutional differences in individuals in relation to their predisposition and needs for programs of physical exercise.

2. Search for new uses of the body.
   a. Seek new avenues for better use of physical abilities in a world in which the physical component of the struggle for existence is rapidly diminishing.
   b. Exploration of physical movement as a vehicle for self realization.

3. Search for fitness standards.
   a. Establish the need for exercising a neuromuscular inheritance with provision for great strength and mobility now obsoleted by a modern technology dedicated to replacing muscular with mechanical power.
   b. Determine the present demands on individuals at various developmental stages in order to improve the specificity of physical education programs.
   c. Define minimum standards of muscular strength, flexibility, endurance and agility needed by different individuals at different ages for the tasks of modern life.

4. Search for elements of fitness.
   a. Determine the effects of environmental factors, nutrition, rest and relaxation, and work schedules upon physical condition and adaptation to programs of physical activity.
   b. Determine the significance of growth and aging process changes to capacity for physical exercise.

   c. Determine the responses of the body to varieties of skill training, strength training and endurance training.

5. Search for improved means of adaptation to stress.
   a. Examine the role of frequent and regular muscular activity in the maintenance of organic functions in aging and in preventing premature physical deterioration.
   b. Examine the function of organic fitness for strenuous exercise in supporting the integrity of the organism during mental and emotional stress.
   c. Examine the possible role of vigorous physical activity as a unifying stress serving to restore homeostasis in an individual whose reflex controls are disorganized by tensions, stresses and strains.

6. Search for individual potentialities.
   a. Identification of individual differences in physical characteristics and discovering the meaning of these differences in terms of assisting individuals in determining their own potentialities.
   b. Discover the factors which contribute to maximum human physical performance.

7. Search for improved performance.
   a. Examine the role of static and dynamic postures, grace and rhythmic movement, and levels of muscular tone, flexibility, and endurance in personal well-being and effective performance of tasks and pleasureable pursuits.
   b. Determine the life-saving or injury-preventing effectiveness of aquatic and gymnastic skills.

8. Search for objectivity.
   a. Examine the historical role of play, games, and competitions in human cultures.
   b. Develop techniques for determining the effects of physical education programs.

9. Search for validity.
   a. Examine the effectiveness of structured physical education environments in contributing to an individuals physical, mental, moral and social development.
   b. Determine the carry-over effects of the efficient use of the body and sportsmanship on the playing field to efficient application and conservation of energy and citizenship at work.
   c. Examine outcomes of sports programs vs. formal gymnastics programs of physical education.

THE ROLE OF INTRAMURAL SPORTS IN EDUCATION

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There are many evidences of the acceptance of intramural sports in the educational programs of our colleges and universities. The Report of the Educational Policies Commission in 1944 recognized its contribution in the following statement: ''Intramural activities, as an integral part of the physical education program, offer a means of developing a variety of recreational interests and skills, of providing a wealth of powerfully motivated socializing experiences, and of building desirable attitudes of cooperation, sportsmanship and respect for other persons''.1/

The widespread practice of providing programs in our colleges and universities and the statements in the many handbooks published in connection with these programs all lend support to the common acceptance. The numerous books on the subject or its inclusion as a part of the presentation of others, offer further evidence of its status.

The recent National Conference on Intramural Sports suggests not only the importance of the program but indicates the necessity for finding answers to some of the problems raised by its inclusion in the programs of our many institutions.

The actions of some of our administrators in reducing the instructional or intercollegiate programs to make better provision for intramural sports gives evidence of a fuller recognition of the values on the face of the matter but investigation may reveal that this is purely subterfuge. That all is not well even in institutions which have long given recognition is indicated in the following article appearing in the Winter 1955 Bulletin of the American Association of University Professors. Written by a student (a junior majoring in Political Science) at Yale University it brings into focus the fear already expressed as to ''lip service'' on the part of many of our administrators. Attacking the emphasis on the academic to the exclusion of extracurricular activities it makes the following statements which appear pertinent to our discussion here:

1/ Educational Policies Commission. Education for All American Youth, Washington, e. c., National Education Association and the American Association of School Administrators, 1944, p.113, 114, 121,278.

> "Why is there so much talk about the development of the "whole man" and so little being done about it? Do we really believe that the colleges have a responsibility for the enlargement of the physical, moral and social aspects of the students' development, or are we merely paying lip service to these ideals? Spokesmen for the colleges (mostly presidents) seem to agree that they do have an obligation in these directions, but somehow this theory never seems to filter down to where it can be carried out in the student's actual program. The very word extra-curricular seems to throw all of these things in our thinking beyond and apart from the curriculum. Is this what we want?
>
> "Before going any further in this discussion, perhaps I should make myself clear where I believe the future of the United States lies. I may be a little backward, but it is my firm belief that we will stand or fall, not on the number of atom or hydorgen bombs we are able to amass in relation to those of our enemies -- not on the number of technological machines we are able to produce, nor on the number of graduates we are able to turn out of our universities and colleges who possess highly specialized skills and abilities; rather we shall depend on the number of normal, well-adjusted individuals in our society, who understand the complex intricacies of the human problems which confront them (for indeed they are human). Our destiny depends not on people who are academically "trigger happy" and skillful only with "thought processes", but upon those who believe in, and basically like, people, know how to get along with them, have a keen sense of moral values, appreciate the meaning and necessity of social justice, and are willing to subordinate themselves to the good of the whole. The history of America thus far clearly indicates this to be true, and there seems to be no reason to believe things will be different in the future".2/

In summarizing the results of the overemphasis on academics he draws the following conclusions, which, while subject to some question in terms of cause and effect, suggest some very interesting opportunities for us.

> "........In the first place, it literally forces students into an unwholesome atmosphere of academic pressure at a very early age. It is, I believe, the primary cause for despair among students and the high rate of mental collapse so prevalent in colleges today. (The rate of mental disorders among college students is alarmingly larger than even a generation ago.) It is also primarily responsible for the high

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2/ Froman, Lewis A., Jr. "Don't Push It, Professor". Bulletin, American Association of University Professors. Vol. 41, No. 4, p 744, 745.

> rates of smoking and drinking in college, those being, so to speak, "extra-curricular" activities by which the student expresses his desire to get away from the pressures of the academic program. Most fundamental of all, however, is the fact that it makes for an unhealthy and unbalanced individual, inadequately prepared to cope with the demands that society will make upon him. Perhaps the most striking manifestation of this result is the high rate of divorce among couples with college backgrounds. Efficiency and perfection are expected of everyone. Children are reared in a similar abnormal atmosphere, and have nothing to do but follow in their parents' footsteps. And what else could happen? If in college the parents were expected to work at top efficiency all the time, what else are they to expect from others?
>
> "Let's take a broader view of the situation. Where does all the trouble lie? Why, in the field of human relations, of course. And why shouldn't it occur here? It all stems back, I believe, to the fact that the pressured student could not participate in extra-curricular activities, and hence a most valuable part of his social and moral education was left by the wayside. But worst of all, the student himself is totally unaware of where the trouble lies. Being able to get along with other people looms more and more important as students go out to face the modern world. I urge you, Professor, at least to give them a chance".3/

Leavitt and Price in the preface to their text Intramural and Recreational Sports for Men and Women state the case for intramural sports most succinctly in the following: "The fundamental objectives of the intramural program of physical education are identical with those of all education".4/

There is some question as to the conduct of the program on an educational plane. The nature of the activities which constitute the major part of the program, the conditions under which they are conducted and the decided limitations on many campuses raise some questions at this time.

The poor instruction programs in many places and the lack of provision for instruction in many of the activities of the intramural sports program results in mediocre performance in many of the sponsored sports. The exceptions to this are found in those activities in which there has been almost universal participation at the secondary school level.

In too many instances the leadership is vested in some one whose major responsibility rests somewhere else with the result that one phase

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3/ Ibid. p. 746-7

4/ Leavitt, Norma M. and Hartley D. Price. Intramural and Recreational Sports for Men and Women. New York: A. S. Barnes and Company, Inc., 1949.

is neglected. We need more full-time leadership from persons properly prepared and motivated by the desire for service to the average student.

Moreover, we must have better facilities for our programs. To the knowledge of the writer, at the present time there are but two institutions with buildings which were planned and built for the exclusive use of intramural sports -- Michigan and Purdue.

Michigan State University is planning such a building. The rest of us are sharing facilities with the instruction program and frequently with intercollegiate athletics fitting our activities in as best we can, frequently at times not wholly desirable. The present economic conditions do not indicate the superabundance of funds necessary to provide special buildings on the great majority of our campuses, those of the private college. However, there are many things we can do to make more adequate use of facilities. The best way to indicate the need for addtional facilities is the maximum use of those now available through the provision of the best possible program in terms of existing conditions.

Somehow we must follow the lead of those colleges and universities which have set aside portions of each day for the recreation of students and faculty. This will not be an easy task in the face of increasing enrollment but the need is going to be greatly increased and the task undertaken in spite of the difficulties involved. No one will deny the importance and value of intercollegiate athletics properly conducted. At the same time those most voluble in their support of intercollegiate programs in terms of the rewards to participants are in poor position to deny some fraction of these same rewards to the ''average'' student so vitally in need of such experience.

Instruction must be improved in general and more adequate provisions must be made on the campuses of our coeducational institutions to provide for activities for mixed groups of men and women. Out of such classes should emerge a program of intramural sports and co-recreation which will provide opportunities for men and women to participate in programs of mutual interest and value under conditions whic are normal and wholesome and add to the proper use of leisure time.

In addition to better leadership, adequate facilities and time, greater attention must be given to some of the factors involved in participation which are now poorly administered or completely ignored. The medical and health examination which should be a requisite to participation in the more strenuous sports, should become a definite requirement, and in many institutions where now required but conducted in a cursory manner should be so conducted as to protect fully the students concerned.

In many colleges not only are medical and health examinations lacking but students are permitted, yea urged, to participate in certain strenuous activities without instruction and without any requirement or provision for proper conditioning. While this is true in almost all the activities involved it stands out most glaringly in connection with track and especially those cross country runs sponsored under the name of

"Turkey Trot" or some similar euphoneous title. To claim that such experiences are educational is ridiculous to say the least.

Wrestling, a most strenuous sport, and in some cases boxing, are conducted in programs in institutions where both instruction and conditioning requirements are non-existent. There is no justification for such conditions.

It may be safely stated that intramural sports have been accepted as a part of the program of our colleges and universities. To say that they have been educational to date on many of our campuses would immediately lable us as ignorant, naive or frankly dishonest. The educational implications are present in abundance. Failure to realize them can be traced to the shortcomings of our own leadership. Fortunately the remedies are also in our hands and a little stimulation from the recent National Conference on Intramural Sports in Colleges and Universities and from such organizations as the College Physical Education Association should do much to remedy the deficiencies on those campuses where they now exist. The problems suggested above and many others which limitation of time has prevented presentation here are our responsibility in a situation rife with opportunities for education but which will fall short barring our immediate and considered attention. Intramural Sports can and should make a contribution to the objectives of education by providing meaningful experiences under proper leadership. To realize the full benefit of such experiences is our responsibility.

PROBLEMS RELATED TO THE CONDUCT OF THE INTRAMURAL SPORTS PROGRAM

Paul V. Keen
University of Oklahoma

Since anyone directing an intramural sports program may choose from a wide range of activities, the selection of these activities if very important.

Major consideration should be given to

1. The opportunity for offering the activity in such a manner as to provide fun and enjoyment for the participants
2. The needs, interests and abilities of the individual and of the group, including the handicapped, the commuter, the married student and special interest groups
3. The opportunity for experience in human relationships, such as cooperation, development of friendships, and acceptance of group responsibility
4. The opportunity for development of desirable personality traits, such as perseverance, self-confidence, courage, self-discipline, ethical conduct and leadership
5. The contribution to the physical development desirable for the maximum functioning of the individual in his environment, such as organic strength and neuro-muscular skills
6. The natural possibilities for adjustment of tensions and emotional strains
7. The health protection and safe-guards for individual safety and well-being
8. The opportunity for men and women to participate together for continuing enjoyment and understanding
9. The increased emphasis on individual ad dual activities for the development of life-long interests in leisure-time activities
10. The utilization of knowledge and skills that have accrued from the physical education program
11. The opportunity for creative expression, such as dance forms, synchronized swimming, carnivals, and festivals
12. The opportunity to understand and appreciate activities typical of one or both sexes in order to promote intelligent spectator enjoyment and common bonds of interests.
13. The utilization of the opportunity afforded by geographical location, climatic conditions and community resources

14. The increased emphasis on the various outdoor activities leading to understanding and appreciation necessary for the greatest use and conservation of our great natural resources

This criteria serves only as a guide in the selection of intramural activities. Each activity may not fulfill all the requirements but no activity should violate any one.

It must be realized that many factors such as budget, administration, personnel, facilities, equipment, and other limiting controls may curtail the optimum operation of an intramural program. We should not let these factors be permanent deterrents to the growth of an adequate program on any campus. We should constantly strive to improve every phase of the program so that it will be felt as a definite part of campus life. The program should include:

1. Competitive sports
    a) team sports, - softball, basketball, volleyball
    b) Individual and dual sports, - golf, bowling, badminton
    c) Competitive sports clubs, - field hockey, archery, soccer
2. Non-competitive sports
    a) Recreational swimming
    b) Dance
    c) Informal activities, - shooting baskets, tumbling, individual exercises
3. Outdoor activities
    a) Winter, - snow sculpturing, skating, skiing
    b) Hunting, - fishing, skish, skeet and trap shooting
    c) Boating, - sailing, canoeing, rowing
    d) Clubs, - cycling, hiking, mountaineering
    e) Camping
4. Social and creative activities

In co-recreation activities and selection of these activities and the standards of play shall have the joint approval of both the physical education and intramural departments for men and women.

Extramural competition has long been a problem that many schools find hard to solve.

When I speak of extramural competition I mean that competition other than intercollegiate. Extramural competition commonly takes place in the form of play days or sport days, but it also includes occasional games between teams (not varsity) of neighboring colleges. Sports clubs often engage neighboring teams in a series of games that may lead later to varsity competition.

When leadership and funds are available and when certain requirements are met, such as accident insurance, insured transportation, limited travel, approved facilities, proper supervision, competent officials and no admission charges, extramural events may be used to enrich and complement the intramural program.

If extramural events are sponsored and promoted by any other campus agencies such as the Student Union, the requirements listed above should be upheld as well as any additional regulations stipulated by the individual institution involved.

A REPORT ON COLLEGE FACILITIES FOR INTRAMURAL SPORTS

Victor M. Moore
Kent State University

Major consideration should be given to the following:-

1. Facilities of Colleges should be provided to accomodate the broadest possible of activities.
2. Attempts should be made to secure maximum use of all facilities and facilities should be designed and planned for a variety of activities.
3. All intramural facilities should be designed and constructed for use by men and women seperately and/or jointly. Consideration should be given the following:- locker, toilet and shower facilities, hair dryers and lounges.
4. Facilities should be utilized primarily by College personnel, such as: students, student families and faculty. Facilities may be made available to outside groups in conformity to College or University and department policies concerned with maintainence, time schedules and supervision.
5. Programs should not be restricted due to lack of facilities, if off campus facilities are available for use.
6. Available facilities sould be utilized by individual and group for free play during the day, other times when not being used for classes, scheduled intramural contests and intercollegiate athletics.
7. Allocation of facilities as to time and space should be carefully planned by those responsible for the various programs and facilities.
8. Existing facilities should be adapted to expand the program:
    a. Utilization of seldom used store rooms.
    b. Use of Under-bleacher areas for movies, consultation, wrestling; indoor target practice, table games, etc.
9. Increased use of resources and facilities, such as parks, streams, and camps for a more diversified program. Use of Campus slopes for sledding, ski tows, the development of wooded areas for picnic sites, outside and campfire programs, etc.
10. Facilities should be planned with respect to the possible utilization of families and children of Faculty and married students.
    a. Minimum depth of swimming pools to accommodate children.
    b. Adjustable Basketball Backboards, etc.
11. Utilization of areas in close proximity to living quarters to allow for Freedom of Organized play.
    a. Hard surface courts adjacent to Dormitories suitable for Basketball, Volleyball, Shuffleboard, etc.
    b. Horse shoe pits and putting greens.

  - c. Utilization of available space in Dormitories for Shuffleboard, table tennis, etc.

12. There should be a good liaison between the maintenance and intramural department.
  - a. Inform maintenance of the times facilities are to be used.
  - b. Lining of fields, erection of backstops, marking of areas etc, should be arranged.
  - c. The maintenance department should notify the intramural department when facilities are ready for use.

13. Coordination should be affected with off campus agencies.
  - a. Establish good working relationships with the City Recreational Directors.
  - b. Plan and work with operators of commercial and industrial recreational facilities.

14. Facilities which are specifically assigned to the intramural department should be under the jurisdiction of the Intramural Director, but should be made available for other uses when not being used for intramurals.

15. Facilities should be constructed with consideration to fundamental principles of architecture i.e. accessibility, beauty, safety sanitation, utility, etc.

16. All persons who use the facilities should share in planning the facilities:
  - a. A coordinating committee should be composed of students, physical education staff, administration, architects, and others deemed necessary.
  - b. This might involve such departments as Fine Arts, Social Sciences, Student Union and Student Welfare Councils.

17. All efforts should be directed toward the utilization of new techniques and knowledge when planning new facilities:
  - a. Acoustical treatment in especially noisy areas, indirect lighting, special bulbs, television outlets, telegraph and radio outlets, air conditioning, etc.
  - b. Provision for inter-office and inter-area communications.
  - c. Special floor materials for Shuffle Board, etc.

18. Consideration should be given to the possibility of financing new areas on the same basis that dormitories and student union buildings are financed through the charge of Fees, for example: Bowling Alleys, off Campus use of building etc., No charge should be made for organized intramural activities.

19. Requests for new areas should be based upon program analysis and future expectations.
  - a. Keep record of groups and individuals participating in all activities.
  - b. Keep record of participation and utilization of facilities at defferent times of day over a period of several months on an hour to hour basis.

REPORT ON THE EVALUATION COMMITTEE OF THE INTRAMURAL CONFERENCE

George Cooper
Emory University

The evaluation committee, under the chairmanship of Dr. Gladys Scott, was given the assignment of drawing up an evaluation instrument for use in checking and studying intramural programs.

The committee hoped to draw up an instrument that would be useful to admisistrators in studying intramural programs and at the same time could be used as a criterion for establishing new programs

Several types of instruments were discussed. The committee decided that it would follow the pattern set by the evaluation committee of the "Washington Conference of Physical Education for College Men and Women."

The evaluative criteria was drawn up with the idea in mind that no total score would be indicative of a program but one that would point up the strength and weakness of a program. Each item of the instrument may be checked against a program as to whether the program is in complete accord with the evaluation or is only partly so. Through the use of the instrument it is hoped that a sound evaluation can be made.

The evaluation was not broken down into division such as administrative, program, etc., because these fields overlap and it was the thought of the committee that through this lack of division some duplication could be avoided.

It is the hope of the Intramural Conference and especially the Evaluation Committee that this evaluative criteria will be of use to intramural directors and administrators in helping keep their program on an improving plane.

DEVELOPING SAFETY IN INTRAMURAL SPORTS

Rodney J. Grambeau
University of Michigan

The area of safety is one which is of extreme importance to all administrators of Intramural programs regardless of the size of the institution or the number of activities on the program. It may be assumed that the larger the scope of the program, the greater the need for increased emphasis in the development of safety methods and procedures because of the increased number of opportunities for accidents, but regardless of the size of the program the accident potential is always present.

At the National Physical Education Conference held in Washington D.C. October 4-6, 1954 it was emphasized that administration and staff have a moral and legal responsibility for the safety and welfare of all students, and it is essential that all activities should be planned and executed through clearly defined policies and procedures with respect to medical and health examinations, classification, safety, first aid, follow-up procedures, and accident reports and records. This statement was strongly reiterated at the National Conference on Intramurals also held at Washington, D.C. on October 30-November 1 of this year.

It can be assumed that all intramural program administrators are aware of their moral responsibilities in the conduct of the various programs but for some the legal aspects have not been too clearly defined. In the book Liability for Accidents in Physical Education Athletics and Recreation by H. C. Leibee: it states that the liability of administrators of programs falls into three general categories as it pertains to the individual. 1. The Trespasser --or person who has no affiliation with the activity. No administrative liability involved. 2. Licensee--drop in type of person who participates on property made available to him, individual or group from who he has permission to use it. Ex. Co-Recreation program--limited degree of administrative liability. 3. Invitee--person on property for business for which property is established. Ex. Participants in organized IM program. This involves the greatest degree of administrative liability.

Examples of circumstances in which physical educators might be held liable for negligence should an injury occur to a student are such things as:

1. Overcrowding of space. Ex. Permitting too many swimmers in pool.
2. Failure to provide adequate protective equipment. Ex. No headgear in boxing.
3. Failure to provide safety devices. Such as spotters in gymnastics and trampolining.

4. Failure to provide adequate supervising personnel.
5. Permitting fencing without adequate protective equipment.
6. Assigning incompetent personnel to supervise an activity.

We are all aware that sports are adventurous and therefore involve risk and daring, but hazards which are not inherent in the various games should be eliminated, and every effort should be made to prepare the participant for safe play. Skill is a basic control in this effort because the more skilled a person is in performing the fundamental, the less likely he is to be injured. His physical condition, mental attitude, and emotional stability are also controlling factors. The overt reason an accident-prone person or an accident repeator has more accidents is that he acts unsafely more often. Similarly, the person who experiences more accidents is usually injured more often. Finally, it must be remembered that the person who is exposed to danger most often is also likely to be involved in accidents and injuries.

Possibly the greatest single force for safety in athletics was the establishment of national rules by which sports are played. Such rules are usualy established by national committees with a view to improving the game and reducing the number of possible injuries.

The National Collegiate Athletic Association, the major governing body among colleges since 1905, and the National Federation of State High School Athletic Associations, established in 1920, are the two national organizations exerting the most influence upon interschool competition and the establishment of sports rules in this country. The health and safety of players has been a primary objective of these organizations since their inception.

The first steps in an intramural safety program should concern the organization of that program to offer the least possibility for athletic injuries. Schools should not sponsor or conduct those sports or activities in intramurals for which adequate protective equipment and safe facilities cannot be provided. Many schools are guilty of promoting activities which require expensive equipment that they are unable to afford. Also, schools often conduct activities in areas that are entirely inadequate from the standpoint of space and safety.

Intramural programs are perhaps some of the worst offenders of using improper equipment and facilities because of the practice of some administrators of giving cast off varsity equipment and the least desirable playing areas to the intramural program. Example areas in which administrators should be particularly alert as they pertain to intramural programs are:

1. Use of safe surfaces suited to activity and climatic conditions.
2. Adequate playing space; or activities modified to conform to available space.
3. Use of plainly marked playing areas.
4. Non-slip floors.
5. Elimination of projecting objects; equipment such as radiators should be recessed and guarded by grill work.

6. Regular, systematic inspection.
7. Immediate repair.
8. Proper storage of equipment when not in use.
9. Enforcement at all times of safety rules and regulations.
10. Physical examinations of all students by a physican before and during the season. The health examinations should include items that affect a person's safety, such as color-blindness, range of peripheral vision, and reaction time.
11. Exclusion from participation, or prompt withdrawal from game of any players.
    a. Exhibiting unnatural physical conditions.
    b. Jolted into grogginess.
    c. Injured while playing.

Another important step should be to develop among participants of activities a wholesome safety-consciousness which will reduce the number of avoidable accidents but will not restrict unreasonable the enjoyment and benefits of the activity. Lloyd, Deavers & Eastwood's book Safety in Athletics suggests a number of personal safety rules for every individual participant. A few examples of these are:

1. Never continue playing a game when fatigued.
2. Do not attempt a hazardous new skill except under the direction of a qualified person.
3. Refuse to play the game if the equipment is improperly erected or if the floor or field is slippery, rough, or has obstacles which may lead to injury.
4. Never try any sports beyond your range of ability.
5. Select activities which are within the range of your physical capabilities; for example, one with an organic heart condition should not take part in cross country running.
6. Get a physical examination before entering physical activities, and a recheck before going out for any arduous sports.
7. "Warming-up" before participating in strenuous activities is a wise precaution against strains and sprains.

Additional general safety havits which should be adhered to are:

1. Act your age--do not attempt activities which will tax you beyond your capabilities.
2. Wear clothing that is clean and appropriate for the sport.
3. Have all skin breaks properly treated to prevent infections.
4. Take care to avoid collisions with teammates, opponents, trees, fences, and other obstacles.
5. Handle yourself skillfully on your feet, keep your balance, and turn quickly.
6. Regularly follow a consistent program of training and conditioning.

On making the students aware of these safety precautions through the use of posters, lectures, slogans and the numerous other methods of publicity a director is attempting to meet a part of his safety responsibilities.

The most recent study available in the area of Intramural Safety is a Student Accident Survey conducted by the American College Health Association and the National Safety Council. Results of this survey have not been completed as yet but the following information is at present available: Eleven schools participated, namely Goucher College, Iowa State Teachers College, Massachusetts Institute of Technology, Oberlin College, Pennsylvania State Teachers College, University of Minnesota, University of Colorado, University of Kansas, University of Michigan, University of Texas, Women's College of the University of North Carolina.

From the beginning of the school year in September, 1953 through March 1954 the eleven schools reported 5,744 injuries ranging in seriousness from bumps and bruises to fractures and concussions.

About 7 out of 10 injuries occurred on the campus. On the campus well over half of the injuries occurred in athletics.

For males, 2 out of 3 campus injuries occurred in athletics; for females, only 1 out of 3 occurred in athletics.

For men most athletic injuries occurred in varsity sports with intramural sports a close second. The percentage distribution of injuries were: physical education 16% , intramural sports 32% , unorganized sports 16% , varsity sports 36% . For women physical education 62% , intramural sports 26% , unorganized sports 12% , varsity sports none.

The specific sports in which the injuries occurred varied with the season of the year. Through March, the reports covered football, basketball, wrestling, and hockey so most of the injuries were in these classifications.

It is interesting to note that for males, the largest number of football injuries occurred in varsity play, while in basketball injuries in varsity play totalled only one-third of the number in intramural play, and fewer than the number occurring in physical education. For females basketball injuries totalled more than any other sport with volleyball second. It appears that this survey will be of great assistance in the study of safety in athletics.

To conclude, accident records indicate that, in spite of the increasing number of participants, the incidence rate for most sports is taking a downward trend due to an increased consciousness of the safety problem, more enlightened leadership; improved facilities and equipment; and the strengthening of the authority of the many governing organizations of the playing rules, and of their enforcement by well-trained officials. As administrators we should attempt to continue this downward trend.

PROBLEMS IN CO-RECREATIONAL SPORTS

George W. Haniford
Purdue University

Administrators of intramural programs are becoming increasingly aware of the need for the inclusion of co-recreational sports in the total program of intramural activities. College men and women students are becoming more demanding in their requests for activities which are new in character, which will provide them with outlets for the satisfactions of their recreational desires, and which will further provide them with the opportunities to express themselves. These outlets help them learn to get along together as members of our democratic society. The conscientious director, realizing the importance of co-recreational activities, will attempt to include them in his program.

Co-recreational activities should not be inaugarated until careful consideration has been given toward the solution of the several problems which effect administration of the program:

First, there needs to be understanding and cooperation established between the personnel of the Men's and Women's departments. This is a necessity, as no co-recreational program can be successful if there are too many existing defferences of opinion in the following areas of administration:

1. The activities to be included in the co-recreation program.
2. The rules and regulations governing play of the participants.
3. The amount and kind of supervision necessary. Sex of the supervisors.
4. The use of areas and facilities.
5. The safety procedures to be followed.

Second, careful consideration must be given to existing college or university regulations pertaining to the administration of activities for college men and women. The administrative policies to be used in governing the co-recreation program should be discussed with the Dean of Men and the Dean of Women.

Third, an administrative co-recreational council should be established. The Intramural Director of the men's program might serve as council chairman, with other members of the council representing the: (1) Women's Physical Education Department; (2) Women's Athletic Association; (3) Intramural Managerial Association; and, (4) Student Union Board. This council, in joint cooperative effort, shall plan and administer the policies of the co-recreational sports program. Particularly, in the area of program, students need to be given every opportunity to express themselves as to their choice of activities and the methods to be used in their administration.

The co-recreation program will, of course, be vying for the participation of as many men and women students as possible. However, the intramural director must constantly remember that the purpose of co-recreational activities is not to detract from the regular program of intramural activities. Rather, one should strive to enlarge the total offering, and, at the same time, provide the participants with increased enjoyment. Consideration must be given to the existing intramural programs for both men and women. Co-recreation activities should not be schedule in direct competition with the activities of the regular intramural program.

The co-recreation program should be well-balanced and offer opportunities in the following several areas: (1) competitive team sports; (2) competitive individual and dual sports; (3) informal activities; (4) non-competitive activities; (5) social activities; (6) clubs; and, (7) outing activities.

The competitive program should include only activities which are approved by the director of physical education for women. The administrator must also realize that he expected to abide by the rules governing the participation of women students as established by the NSGWS (National Section for Girls and Women's Sports). This section has recognized and accepted standards pertaining to health, participation, leadership, and publicity. One of the stipulations of this group is, that "college women shall not participate either with or against men in activities not suitable to competition between men and women such as basketball, hockey, lacrosse, soccer, speed-a-way, speedball, and touch football".

Emphasis should not be placed upon the winning of the contest, but rather upon the enjoyment and understanding that comes as a result of the participation. The rules and regulations governing mixed participation in many of the competitive sports must be modified to insure the safety, health, and physical and mental well-being of the women participants.

Informal activities should be an integral part of the total program. Facilities should be available at scheduled times for groups and/or individuals desiring to participate in the free-play type of activities. Directors must recognize that many men and women students do not enjoy scheduled activities, but rather want the opportunity to participate informally as their desires and interests demand satisfaction.

Non-competitive activities such as recreational swimming, roller skating, dancing (folk, square, round), ice skating, tobogganing, boating, etc. are important and should be included in the well-rounded program. Perhaps, the greatest obstacle to overcome in these areas of the program is the shyness and hesitancy of youth. The director must realize the importance of this obstacle and be prepared to use all the known methods of psychology in an attempt to overcome the problem. The need for trained, qualified personnel is particularly important in these activities.

Social activities certainly are a part of the total co-recreational program. They have been, and will continue to be, recognized as very important phases of campus life. These activities, in many instances, are, may be, or have been promoted under the auspices of other existing campus agencies. The intramural department should not nessarily let this fact discourage the inclusion of these activities. Duplication is sometimes necessary in order to meet the needs of the total student body. It is recommended, however, that there be careful joint planning between the intramural staff and these other campus agencies. The personnel of the intramural departments should always be ready and willing to assist other campus agencies in the coordination, selection, promotion, and conduct of social activities. In this area of the program one needs to have a thorough knowledge of the University policies pertaining to chaperones, hours, conduct, etc...

The desire of students to participate in various activities by functioning as a sports club must be recognized. The intramural department should encourage the growth of the club movement. Each club should be allowed to become as self-sufficient as possible. Members should write their own constitutions, select their own officers, organize their own meetings, etc... Each club should have a faculty sponsor and abide by all the rules and regulations established by university or college authorities. Extramural events have been one of the outgrowths of the sports club movement. In many schools extramural events have been used to enrich and complement the intramural program.

The primary function of the intramural department in the area of co-recreational outing activities is to encourage the students to participate, thereby leading them to an understanding and appreciation necessary for optimum use and conservation of our natural resources. Most of the popular activities in this area can be conducted quite simply. Many times all that need be done is to purchase the necessary equipment for check-out. Supervision in this area of program is relatively simple unless one is involved in the outing club movement.

In closing, I quote the statement pertaining to co-recreation activities written and adopted by the delegates to the First National Intramural Sports Meeting for College Men and Women held in Washington, D. C. October 1955. "The program should include as many activities as lend themselves to efficient and meaningful participation. Men and women should have an opportunity to play together, to develop an understanding and appreciation for defferences in interests, skills and limitations, and an opportunity to develop mutual interests which carry-over to adult life. Experiences in co-recreational activities contribute to and enrich both personal and family living"

RECENT TRENDS AND DEVELOPMENT OF EXTRAMURAL ACTIVITIES IN COLLEGES AND UNIVERSITIES

Ellis J. Mendelsohn
University of Louisville

Statement of the Problem

The purpose of this study was to achieve a consensus of opinion in regard to the current trends and developments of Extramural Activities in the Intramural Program of selected colleges and universities located in the various sections of the United States.

Procedure

A letter and questionnaire were devised and sent with a self addressed return envelope to the Intramural Directors of the following athletic conferences located in the different sections of the United States: The Eastern College Athletic Conference, Southern Conference, Southeastern Conference, Southwest Athletic Conference, Pacific Coast Intercollegiate Athletic Conference, The Big Ten, The Big Seven, and The Southern Intercollegiate Athletic Association. The 169 questionnaires sent with a return of 107 gave 64 per cent over-all return. The validity of the study would undoubtedly have been improved if time had permitted a more careful study.

QUESTIONNAIRE RESULTS

Total number questionnaires sent ----------169
Number received - ----------------------107
Percent questionnaires returned----------- 64%

QUESTIONNAIRE RETURN BREAK-DOWN BY ATHLETIC CONFERENCE

Conference	No. Quest. Sent	Quest. Returned	% of Ret.	Have Ext. Programs	
				YES	NO
Eastern College Ath. Con.	97	56	58	22	34
Southern Inter. Ath. Con.	16	10	64	3	7
Big Ten Ath. Con.	10	7	70	4	3
Southern Con.	10	6	60	3	3
Southeastern Con.	13	9	69	5	4
Southwest Ath. Con.	7	4	57	2	2
Big Seven Ath. Con.	7	7	100	2	5
Pacific Coast Ath. Con.	9	8	89	3	5
TOTAL	169	107	-	44	63

RESULTS OF EXTRAMURAL QUESTIONNAIRE

I. Institutions that provide Extramural activity programs:
Do 44 Don't 63

II. Activities that were reported sponsored by institutions on an extramural level:

Basketball - 29
Softball - 21
Touch Football - 19
Volleyball - 13
Handball - 10
Soccer - 9
Tennis - 8
Table Tennis - 5
Wrestling - 5
Bowling - 5
Fencing - 4
Track - 4
Badminton - 3
Gymnastics - 3
Golf - 3
Squash - 3
Skiing - 3
Archery - 2
Sailing - 2
Judo - 2
Hockey - 2
Pool - 2
Boxing - 2
Swimming - 2
Weight Lifting - 1
Billards - 1
Cross Country - 1
Ice Skating - 1
Cricket - 1
Crow - 1
Outing Activities - 1
Sigma Delta Psi - 1
Equestrian - 1
Motor Cycling - 1
Outboard Motoring - 1
Hosteling - 1
Hiking - 1
Tobaggoning - 1

III. How Extramural programs are supervised in the various institutions reported:

Physical Education staff member - 9
College or university staff member - 4
Residence hall staff - 1
Not supervised - 1
Faculty or club advisor - 2
Intramural Director - 19
Intramural department - 16
Campus organizations - 1
Cadets and officers - 1
Coaches - 1
Athletic Association - 1
Students - 1
Student Union - 1
Student Athletic Association - 1
Student Council - 1

IV. Extramural Activity Programs are financed by the following methods in the institutions reported:

Individual organizations - 8
Student government - 1
Student Athletic Association - 2
Athletic Association - 4
Intramural Department - 18
Physical Education Department - 5
Combination - 6
    P. E. & Individual -3
    A. A. & P. E. - 3
College funds - 2
Students - 5
Student Union - 2

V. The methods used by the institutions reported for organization and participation in extramural activities:

Sport Days - 5
Play Days - 3
All-Star teams - 10
Championship teams - 22
Dormitory - 2
R. O. T. C. - 3
Clubs - 13
Informal contests - 2
Anyone who will devote time - 1
Representative teams - 1
Individuals on their own in national meets - 1
Teams formed for telegraphic meets - 1
Faculty and student combined in community leagues - 1
Outstanding players get together - 1
Extramural collegiate leagues - 1

VI. The methods of transportation used in extramural activities by the institutions reported:

Institution provides transportation - 13
Individual or organization responsible for transportation - 25
Combination - school and organizatior or individual school and individual - 6

VII. Liability in regard to injury from competing in extramural activities were reported as follows:

Institution is responsible for injury - 11
Limited responsibility by institution for injury - 1

Institution not responsible for injury - 27
Government responsible for injury - 1
Compulsory student insurance required of all who participation in extramural activity - 1
No policy in regard to extramural activities - 1
Student insurance available for all students, not compulsory - 1

VIII. A. Comments from the respective intramural directors in regard extramural activities in the intramural program:

1. Desirable if conducted properly.
2. Can be justified if not sponsored in the regular intramural program.
3. Justified if facilities and finances are available.
4. Desirable if controlled and supervised.
5. Justified if staff is available for supervision.
6. Extramurals should be encouraged in the intramural program.
7. Good for the close of the season as a high light for the activity.
8. Limited degree.
9. Adds something ''extra'' to the intramural program.
10. Stimulates intramurals.
11. Should be institutional controlled.
12. Gives the benefit of intercollegiate competition.
13. Sound leadership a must.
14. Extramurals should not be over emphasized.
15. Extramurals must be closely supervised.
16. A reward for winning intramural teams.
17. Some merit for higher competition for intramural teams.
18. Distance traveled for extramurals should be short.

B. Comments by intramural directors for not having extramural activities in the intramural program:

1. The problem of eligibility.
2. The problem of liability.
3. The problem of transportation.
4. Time not available.
5. Space not available.
6. Facilities not abailable.
7. Reach only a few students.
8. Time and space taken from intramural program.
9. Geographic location.
10. Does not have place in the intramural program.
11. Competes with intercollegiate athletic program.
12. Intramural program complete without extramurals
13. The problem of supervision.
14. The problem of finance.
15. Subject to the ills of the varsity sports program.
16. Conflict with the intercollegiate program.
17. Lack of interest and enthusiasm of the students.

18. Extramurals should come under the intercollegiate athletic program.
19. Defeats purpose of the intramural program.
20. The intramural program fills the needs of the participants.
21. Extramurals distracts from the intramural program.
22. Extramurals not needed if school has good extensive intramural program.

SUMMARY

1. Extramural activities as indicated by the results of this study are not extensive. Except for the extramural activity programs of the Eastern Collegiate Athletic Conference, the Big Ten, and the Pacific Coast Athletic Conference, extramural competition is limited in scope.

2. The three top team activities most popular on the extramural level are: 1. Basketball, 2. Softball, 3. Touch Football.

3. The three top individual activities on the extramural level are: 1. Handball, 2. Bowling, 3. Table Tennis and Wrestling.

4. Extramural activities are supervised in the majority of cases by: 1. The Intramural Director, 2. Intramural Department, 3. Physical Education Department.

5. The majority of questionnaires returned indicated tat the responsibility for the financing of the extramural program lay with the Intramural Department.

6. Championship teams was the most popular method used in orgnizing participation for competition on the extramural level. The use of sports clubs was also very popular.

7. The majority of questionnaires returned indicated that responsibility for transportation lay with the individual or organization and not with the institution or department.

8. Seventy-seven percent of the questionnaires returned indicated that liability for injuries received in extramural competition should lie with the individual and/or organization and not with the institution or department.

9. Of the 107 questionnaires returned, 63 were against extramural competition and 44 were in favor of extramural activities in the intramural program. These diametrically opposed statements of philosophical beliefs indicates, perhaps, that this relatively new phase of intramural activities needs further study.

10. A Intramural directrs stressing the desirability of the extramural program emphasized that such programs were justified if facilities and finances were available and if control and supervision were exercised, i. e., if the extramural program did not inhibit the intramural program.

B. The main objections of the intramural directors opposed to the extramural idea were these: 1. Conflict with the intercollegiate program, 2. Time, space facilities and supervision detracted from the intramural program.

CONCLUSION

A sound policy should be developed by the C. P. E. A. regarding 1. definition, 2. philosophy, 3. goal, purpose and objectives of this new phase of extramural activities which has appeared recently in intramural programs.

REPORT OF THE NATIONAL COLLEGE TOUCH FOOTBALL COMMITTEE

A. H. Rhoads
Ohio University

The idea for the writing and publication of the National College Touch Football Rule Book was conceived by the members of the Intramural Section of the College physical Education Association at the December, 1950 meeting in Philadelphia, Pennsylvania. It came about as a result of the presentation of a questionnaire study which generally showed:

1. A wide variation in the rules of the game. Some schools permitted no contact while others were at the other extreme, permitting a "rock 'em" and "sock 'em" type of play.
2. Inadequate field supervision. May Intramural Directors were conducting a program with little or no field supervision except that furnished through student leaders.
3. Poor officiating. In many instances, no attempt to educate the official in terms of a knowledge of the rules and the mechanics and procedures was made. Often officials were selected "on the spot" or other fallible methods were used.
4. Improperly conditioned and lined fields. Many schools were not too concerned about the condition of the playing fields and often, as a result of this type of thinking, many injuries occurred which could have been prevented.
5. A very high percentage of injuries. There was evidence that a number of schools had discontinued, or were considering discontinuing, touch football because of the high injury rate.

The Intramural Section, as a result of this presentation and believing that one of the very good intramural activities, if properly organized and conducted, might be lost to the program, moved that the Chairman of the Section appoint a committee to make a detailed study of the rules of the games as played throughout the United States in colleges and universities, as well as the injury rate as associated with specific rules, and to standardize the game on the basis of the findings.

The first meeting of the appointed committee was held in Detroit in the spring of 1951. The outcome of this meeting follows:

1. The name selected for the game was National College Touch Football.
2. The objectives established were:
    a. To sponsor a game for class and intramural play in colleges

and universities as nearly like N.C.A.A. Football as possible, with modifications and changes necessary for obvious safety reasons.

b. To establish rules acceptable to all colleges and universities so the pattern of play will be the same as in all other sports.

3. The Chairman was authorized to develop a set of proposed rules based on the previous studies.

based on the previous studies.

The proposed rules were developed, submitted to and approved by the committee and were sent to one hundred and sixty five schools for use in the 1951 season. A questionnaire also was sent after the completion of the football season requesting a reaction to the game. One hundred and two schools responded indicating great interest in the proposed rules and offered suggestions for its improvement. All used the rules as written or in a modified form.

At the Chicago meeting of the College Physical Education Association in December, 1952, it was moved by the Intramural Section that a Committee on National College Touch Football be appointed yearly by the Chairman of the Intramural Section, based on Sectional representation, with the responsibility of writing the Rule Book for publication and seeing that it was available to all schools on a non-profit basis. This Committee was also made responsible for rule changes based on future studies, as well as changes in the N.C.A.A. football rules.

The College Physical Education Association, through its President, Dr. F. J. Holter, made arrangements for the publication in 1952. The Athletic Institute, 209 South State Street, Chicago 4, Illinois announced its publication in December of that year.

The Rules Committee met again at the annual meeting in New York City, December, 1952. The following action was taken:

1. That the 1952 Committee be retained for an additional year.
2. That the Rules Handbook be used an additional year without change and if changes are necessary in 1954, a supplementary page be added.

The 1953 meeting was held in Chicago. At this meeting, the Section agreed to retain the present Chairman and Committee for another year and make no rule changes until the first printing of the Rules Handbook had been sold.

The 1954 meeting was held in New York City. Mr. Rod Grambau's excellent paper based on his study of touch football injuries in the 1954 season showed evidence of a definite need to improve the game through continuous studies of injury rates associated with the rules, leadership, officiating, suitable playing fields, proper scheduling and intelligent postponement of games when indicated by weather conditions. His scholarly paper was well accepted as a study which would do much in improving the game. The Section agreed to retain the Chairman and Committees and to wait until the first printing of the Handbook had been sold before rewriting it. The Chairman was requested to develop a supplementary page for the Handbook, listing minor corrections and to include any changes made in the Committee since 1951.

In June, 1955, the Chairman of the Rules Committee submitted to the publisher, The Athletic Institute, a supplementary page to the Rules Handbook after receiving approval from the President of C.P.E.A., Dr. S. C. Staley. A letter from Ted Bank, President of the Athletic Institute, follows:

June 22, 1955

Mr. A. H. Rhoads
Division of Physical Education and Athletics
Ohio University
Athens, Ohio

Dear Mr. Rhoads:

I have your letter of June 17, 1955 and the enclosed material for a supplementary page to the National College Touch Football Rules Handbook. I have turned the material over to our printer with instructions to print a sufficient quantity to insert in the remaining copies on hand, which are 595 copies.

The financial status of this project is as follows:

Printing, storage, packing, etc.	$477.12
Receipts - minus 10% overhead handling charges	463.80
Deficit.	$ 13.32

To this, of course, will be added the printing of the supplementary page, which will be approximately $20.00, which will bring our deficit up to $33.32.

We will most probably not sell the entire 595 copies by the time of the next C.P.E.A. meeting in December, since our average yearly sales have not been that high. However, by the time of this meeting, there should be sufficient quantities sold so that there will be a surplus of funds to turn over to the C.P.E.A. A revised edition can be authorized at that time, if deemed advisable, even if we have to destroy 100 or more copies of the existing edition.

Very sincerely yours,

(Ted Bank)

Theodore P. Bank
President

c/c Dr. S. C. Staley

On October 6, 1955, Mt. Bank wrote the Chairman of the Rules Committee indicating that all copies of the first publication had been sold and requested authorization to reprint immediately or delay until 1956. Since the Rules Committee had voted to rewrite the Rules Handbook after the first publication was depleted, Mr. Bank was advised to delay. Also, the Rules Chairman requested a financial report of the project. Mr. Bank's letter follows:

October 6, 1955

Mr. A. H. Rhoads
Division of Physical Education and Athletics
Ohio University
Athens, Ohio

Dear "Dusty":

I just returned from a two weeks trip and found that we had quite a few orders for the National College Touch Football Rules Handbook. In fact, we just got an order for 70 and will not be able to supply them with part of this order as we only have about 44 books on hand.

Will there be any further changes for 1956 besides the changes indicated on the insert for 1955? If there will be no further changes, I can have a reprint job done so that we can fill any further orders that we have this fall. If, however, there are changes to be made, we had better wait until your committee works out all the changes and then we will have a printing job done for 1956. It would not be economically feasible to reprint one or two hundred of the present edition. The cost per book would be more than the selling price.

Hope I can hear from you soon regarding this.

With kindest personal regards, I remain,

Very sincerely yours,

(Ted Bank)

Theodore P. Bank
President

c/c Dr. S. C. Staley

On October 10, 1955, the Rules Chairman received the final letter, in part a financial statement, as well as a check for the net profit of the project. The Chairman submitted the check immediately to Dr. R. E. Jamerson, Secretary-Treasurer of C.P.E.A., and notified the President of C.P.E.A. of the action taken. The letter from the Athletic Institute follows:

October 10, 1955

Mr. A. H. Rhoads
Division of Physical Education and Athletics
Ohio University
Athens, Ohio

Dear Dusty:

I have your letter of October 7, 1955, in which you indicated that there would be no reprint of the College Touch Football Rule Book until after the annual meeting. Accordingly, I am making a report to you on the sales and distribution of the publication.

Originally, there were 2,000 printed. Out of this number distributed there were a few bad accounts, some complimentary give-aways and some loss due to pilfering at various conventions where we exhibit. Also, most copies were sold on a discount basis. Accounting is as follows:

Total Receipts	$753.33
Minus 10% overhead	75.33
	$678.00
Cost of Printing, Storage, Packaging, etc.	517.95
NET PROFIT. . . .	$160.05

I am enclosing a check for this full amount. You, of course, realize that if we had not had to give discounts to bookstores and also to quantity order purchasers, there would have been considerable more profit.

If we can be of any further assistance, please let us know.

Very sincerely yours,

(Ted Bank)

Theodore P. Bank
President

c/c Dr. S. C. Staley

In concluding this report, the Chairman wishes to sincerely thank those members of the Rules Committee and Sub-Committees who have taken such an active part in the completion of the first phase of the project. The first phase is indicated since the project is just started. The project must continue in 1956. It is believed that the following results have been accomplished:

1. A national game used in colleges and universities throughout the United States, Canada and Territories, known as National College Touch Football.

2. A game with a greater participation, knowledge of the rules, appreciation and respect since it has national proportion and is in a published form.

3. A game which, as the result of the publication and Committee members' intensified studies of injury rates, etc., has challenged Intramural Directors in all the colleges and universities to become conscious of the basic need in their entire program, i.e., knowledge of basic rules, excellence in officiating, adequate field supervision, student leadership, safety factors pertaining to field and court as well as injury rates associated with all of these factors.

4. A game, previously criticized because of the high rate of injury, now showing evidence of this rate decreasing as a result of the publication. A Survey of Accidents to College Students conducted and published by The American College Health Association and The National Safety Council in 1955 tends to support this statement. A quote from this source indicates: "For all sports combined, most injuries occurred in varsity play, with intramurals second. Basketball and baseball injuries occurred most frequently in intramural sports. It must be emphasized again that the figures show only the number of injuries occurring in various sports. The number must not be interpreted as indicating the relative hazards of the various sports because differences might only reflect differences in the amount of participation." Even though this survey included only eleven colleges and universities, it does give supporting evidence to a decreased injury rate in touch football. Examples taken from the survey show that varsity football had 474 injuries compared to 268 in intramural football, while varsity injuries in basketball and baseball totaled 129 as compared to 337 in the intramural program. These statements are quite significant.

The Chairman and Editor of the National College Touch Football Rules Committee recommends to the Chairman of the Intramural Section:

1. The appointment of a new Chairman and Editor for 1956.

2. The retainment or appointment of committees and sub-committees on a sectional basis.

3. Empower the Chairman and Editor and the Committee with the responsibility of revising the present National College Touch Football Rules Handbook and the responsibility for its publication and distribution in sufficient time for the 1956 season on a non-profit basis.

HIGHLIGHTS OF THE WASHINGTON CONFERENCE ON INTRAMURALS

P. F. Cieurzo
Rhode Island University

Organization and Administration

The proper evaluation of a conference of this type becomes rather difficult until there has been a passing of time. In retrospect there is a jumble of ideas, suggestions, questions, disagreements, etc. that at a later date seem to fall in place somewhat like a jig-saw puzzle. Then too, events that occur in your position recall a conference discussion either in or out of the designated meetings. One is left with the feeling that the wrong people are at the conference. After all at Washington there were assembled about one hundred people who believed in the values and needs of intramural programs. The only question becomes as it always does how best to achieve the desired results.

The highlights from the group concerned with organization and administration at least as far as your speaker was concerned were as follows:

1. That the intramural sports administrator be guided in his actions by a sound philosophy of intramural sports and their relationship and contribution to higher education. That to have at the head of the intramural sports program a ''promoted'' intercollegiate sports coach working out his contract or something to keep an assistant coach busy in his off-season time is to contribute to the defeat of the purposes of the intramural sports program.

2. There is need for an all college organization both for proper use of facilities and prevention of over-lapping of activities of recreation clubs, student unions, etc. This is particularly appropriate to the large institution with their varied and complex groupings.

3. A need of an expanded program of public relations was discussed. The feeling being that the need is not to publicize intramural sports as such, leagues, winner results, etc. but rather to let the rest of the campus know that such activities are available to them and to the faculty. One additional example would be the need of acquainting the college health services with the aims and objectives of the intramural sports program.

4. The qualifications of one becoming an intramural staff member and a director received considerable time and discussion. Probably the most important suggestion in this area was that the use of undergraduate students and non-degree personnel is an acceptable practice, if properly

supervised and stripped of policy making decisions. There was no general agreement on the need for a master's or doctor's degree as regards the staff member.

5. Work load discussions were vigorous and undecisive, the bugaboo of instruction, supervision, etc. was too much for the varied interests of the people present. One group tried to bring in a resolution that specifically recommended intramural hours, be evaluated on the same basis of the laboratory-lecture ratio of each institution. However, this proposal was not accepted.

6. The sources of financial support for intramural sports programs were as varied as it is possible to imagine. The conference delegates were very much in favor of a recommendation that the financial support of the intramural sports program should be from the same sources of all other instructional areas of that institution. The question of charging fees for various facilities, golf courses, bowling alleys, etc., received a bit of discussion.

7. Remember this conference was composed of both men and women so you will better understand that the discussion on the use of facilities, their quality and quantity was quite pointed. There is no need for further talks about this area as it certainly will be covered by the speaker on facilities.

8. The need for an all over plan in the scheduling and use of facilities in the whole college picture was covered. Suggestions that representation on an all college or university scheduling agency received support of this group. Some delegates have considerable success with this type of organization.

9. The conference delegates ''walked'' around with counseling and guidance. The ideas and suggestions ranged from a policy of hands off to the limitations of activities according to academic standing. Possibly I should not say this in print but it seems to this person that there is a familiar ring to this guidance and counseling topic. It sounds like calisthenics, testing programs and proceedures, physical fitness indexes, and other peaks in the panoramic view of physical education. In any event the desirability of an orientation program was agreed on by this group.

Your speaker felt the need for promoting sportsmanship to other contestants, and particularly the officials in a guidance and counseling program.

The health aspects of the intramural program and the need for medical examinations was successfully ''evaded'' by the conference. This same state was successfully reached at the meeting of college health delegates a year ago. ''Examinations as deemed necessary'' was the conclusion reached. To some this means putting the ball in the other fellow's hands like the old ''hot potato''. Some of the delegates were for a ''must'' physical examination before competition in a vigorous activity. It seems to me that any group of physical educators that are willing to settle for less than examinations at least once a year are not fighting the good fight. Co-recreational activities were recommended by vote of the conference. There were suggestions made that indicated a difference of opinion by some of the attending male delegates. Probably this area is one best solved by the individual as his or her own situation dictates.

That in situations where co-recreational intramural sports are part of the program the need for co-ordinated planning and co-ordinated supervision may not be stressed too much was a definite conclusion to which the word ''Amen'' seems quite appropriate.

I feel a little bit like a person on a merry-go-round on the next topic -- awards. There is no need on insulting the intelligence of you gentlemen in going over the range of opinions on this time honored, much discussed subject, when you receive your report of the conference you can turn to the above mentioned subject and decide for yourself whether this brief passage suffices or not.

The last topic concerned is eligibility. Here you must keep in mind that half of the delegates representing the female of the species in many cases do not have intercollegiate sports programs. Those of you who labor with eligibility rules concerning varsity candidates, candidates cut from squads, when cut, potential varsity ability, when allowed to play if joining a fraternity, etc., must again be warned your problems were not solved.

It was generally agreed that academic standing should not effect participation in intramurals, that letter winners and professional athletes should be barred from sports in which letters or money were received from associated sports.

This myriad of trouble spots are left to your own wise counsel and decision.

Probably your best guide is the one that recommends that the welfare of the students and the program be considered in all rules of eligibility.

TEACHER EDUCATION

SOME EXPERIMENTAL PROJECTS IN TEACHER EDUCATION

Wynn Fredericks
University of Southern California

The old adage, "There is nothing new under the sun", probably applies to most of the methods and devices we are using in teacher education. However, just as the expert cook gets different dishes by using basic ingredients in different proportions and under varying conditions of heat and cooking time, so we may vary our product by the manner in which we combine our methods of training and the relative amounts of time given to them. We also vary the heat or emphasis placed on the basic ingredients. Unfortunately, there is too little objective evidence available to help evaluate the procedures which are in use. We need some experimental data for most of the training procedures which will be discussed in this paper.

Pre-teaching Experiences

Some teacher training institutions have been investigating the following factors in teacher education which occur prior to directed teaching itself:

1. Carefully planned observations of classes at various grade levels and widely differing school situations. These observations seem to be of value only when there is considerable pre-planning and conferences prior to the visit. The students are briefed on what to look for and how to conduct themselves to avoid as far as possible setting up an unusual class situation.

2. Assignments to assist master teachers of university service or required classes. The neophytes are inducted gradually into the situation until they finally are able to teach with only nominal supervision. The rate at which they take over teaching duties is determined by individual ability, personality, and other experiences.

3. Teaching their peers in university major classes. In general, this experience is not considered as valuable as the other two because it is more artificial.

At most institutions the present trend seems to be toward introducing some to the above experiences early in the major program but the items to be included and the amount of time to devote to each is still highly controversial.

Related Experiences

There are many approaches to teaching, and excellent results have been obtained by requiring professional students to participate in some of the related areas prior to or concurrent with directed teaching:

1. University intramural and recreation programs as group leaders, coaches, officials and administrators.
2. Leaders in community service projects such as YMCA, Scouting, community centers, church groups and similar services.
3. Allied fields including camps, city playgrounds, aquatic activities and others of a like nature.

The trend has been to require a wider variety of such experiences and to seek additional types which may be available.

Directed Teaching

In recent years most institutions have been requiring a greater variety of directed teaching experiences and a longer period devoted to them. This has been accomplished at some institutions by delaying directed teaching until the first year of graduate study. Another opposite trend appears at some institutions where directed teaching is combined with the methods courses which are introduced quite early in the professional training of the students. It is quite common to require directed teaching at both junior and senior high schools.

Convenience in scheduling other classes and ease in supervision of student teaching seem to have been the dominant factors in determining whether the student teaching should take place in: (1) campus training schools; (2) local public schools for one period per day during one or two semesters; (3) in an outside community where the student teacher works full time and lives in the community, usually for only part of a semester. Objective evidence is needed to determine the best of these plans.

Where the public schools are not on the same calendar as the teacher training institutions, the student teachers often miss the valuable experiences of being present when classes are formed, lockers assigned and equipment issued at the beginning of the year. The closing of the semester likewise includes some valuable training in computing grades, closing out equipment issues, collecting locks and other administrative work of a similar nature. Some teacher training institutions are making it obligatory for their student teachers to be present for the entire semester at the training school.

Curriculum Experiments

The foregoing brief summary of what is being done in student teaching procedures indicates strongly that little is being done experimentally and very few variations of the traditional pattern are being attempted. In contrast, there have been numerous recent changes in the professional curriculum at some institutions. This has come about through an attempt to balance efficiently the increasing emphasis on a broad liberal arts background with the need to train teachers who are skilled in all areas of their extensive major fields.

Some of these problems and their tentative solutions follow:

1. The time allotted to teach skills is insufficient to cover the many dual and individual sports which have been added to the traditional program. Three tentative solutions are being tried: (a) Require only a demonstration of proficiency which must be obtained outside of regular classes; (b) schedule additional hours of non-credit activity classes; (c) increase the time available for activities by scheduling directed teaching and some of the academic classes in the fifth year.

2. For efficient use of experts in specialties, increase the number and variety of major classes which are taught coeducationally. We need to know what activities and what academic classes lend themselves to this type of teaching, and, likewise, we need information on the limitations which should be put on such classes.

3. Some institutions have been combining many related two and three semester hour courses into big units, sometimes as large as 14 semester hours for the year. They believe that overlapping and unnecessary repetition can be eliminated, thus allowing more time for increased content, also that a better integrated program results. One experimental area has been in the courses based on the biological-zoological sciences where Kinesiology, physiology of activity, correctives and body mechanics have been combined to advantage. Another area is based on the educational backgrounds of physical education where one teacher training university has combined philosophy of physical education, principles, elementary and secondary administration, psychology of motor learning and methods of teaching.

Emergency Measures

Most of the foregoing variations in teacher training programs have lengthened the training period and added content to it. This seemed necessary to complete the desirable minimum training demanded by school boards in the period just after World War II. At that time there was an over supply of physical education teachers. This situation no longer exists.. There is a shortage of teachers now and the predictions are that it will be worse for at least 15 more years, unless new sources can be found for teachers. Experimental work needs to be done along the following lines:

1. An evaluation of the entire professional program to determine minimum essentials in case we need to shorten the training period.

2. The discovery of better methods of diagnosing the personal and training factors which are needed by successful teachers.

3. To determine if physical education might profit by a program such as the Ford Foundation experiment which attempted to solve the problem of shortages in the elementary field. Intensive short courses

were set up for college graduates who were willing to enter elementary teaching but who had had no formal professional training in the field of education.

4. To determine how much and what type of formal education courses would be needed to train for teaching positions the highly skilled specialists in fields such as golf, tennis, fencing, dancing, archery and similar individual sports.

5. To determine the extent to which student squad leaders can be used to teach classes under the supervision of the regular teaching staff. Can we justify the practice of requiring squad leaders to attend additional classes in which they are instructed in their duties.

ATHLETIC COACHES--SHOULD WE PREPARE THEM AS CLASSROOM TEACHERS OR PHYSICAL EDUCATORS?

Ralph H. Johnson
University of Illinois

The basic philosophy underlying the athletic program in the school should determine the preparation of athletic coaches. If the athletic program is to be for public service--to put on programs and shows for the public--one kind of preparation might be necessary. If, however, the athletic program is to be an educational program contributing to the experiences and education of all, then a different type of preparation is necessary. In the statement on School Athletics prepared by the Educational Policies Commission[1/] school athletics are defined to include all school-sponsored physical activities in which students participate. It is further stated that school athletics should be considered as an integral part of the total physical education program. This concept is based on the assumption that the educational benefits of athletics are such that all students should have an opportunity to participate and that the school should provide this opportunity.

A BALANCED PROGRAM

Acceptance of this basic idea implies a physical education program which would include the instructional or required program, the intramural and recreational programs, and the varsity or interscholastic program as elements of a well-rounded activity plan. Athletics planned as part of such a total curriculum can be beneficial to all and can contribute to the development of personality, citizenship and other objectives which are claimed for such activities.

The concept that school athletics should be part of a balanced educational program administered by educational authorities was affirmed by the National Education Association, the American Association of School Administrators, and the National Council of Chief State School Officers in 1952 and 1953.[2/] As expressed in the Educational Policies Commission statement, "The responsibility for the interscholastic program should be assumed by the same authority that makes policies for the total instructional program."[3/] This would be the local school board and superintendent and the state department of education or its equivalent.

FINANCIAL PROBLEMS

A balanced program involves acceptance of the idea that there should be adequate financing by school authorities. The question of earning money from sports is a complicated and difficult one. It is my belief that if gate receipts are the major concern and the program is dependent on them, the emphasis will be wrong no matter what the preparation of the coach.

Financing of the program of interschool athletics by responsible school authorities and in a businesslike manner directly affects the preparation and work of the coach. If the coach is not concerned with large crowds to pay for his program, he can be concerned with the educational aspects of it. A number of statements emphasize the need for school financing of sports. Among these are the statements of Blake4/ in his summary of the National Conference for Mobilization of Education in which he states that athletics should be financed as part of the total school program, and, the statement that, "The Educational Policies Commission believes that the complete costs of the athletic program should be paid out of general school funds."5/ In a study by Bates,6/ which included opinions of principals and coaches in California, most favored free admission and costs paid from school funds.

ARGUMENTS FOR SEPARATION

A summary of the arguments for separation of physical education teaching and coaching is:

1. Advantages to the physical education teacher are that: (a) he is able to devote more time to his program, to intramurals and to co-recreation; (b) he can avoid the pressure of producing winning teams; and (c) he may concentrate his preparation and interest in the teaching areas and thus reduce the physical fatigue factor.

2. Advantages to the classroom teacher-coach are that: (a) he is provided a change of emphasis from classroom teaching and can do a better job; (b) he has an opportunity to work with boys in less formal situations and gets to know them better; and (c) he benefits from being in general classroom activity and can get a better perspective of the total school program.

3. Advantages to the administrator are that: (a) he is able to shift the coach who over-emphasizes his specialty and is not genuinely interested in physical education; (b) he can eliminate concentration in physical education and athletics which tends toward failure to see the whole school program in proper perspective; (c) he may reassign physical education men who are not too enthusiastic about the interscholastic program; and (d) he can make certain that physical education classes will not become "feeders" for athletic teams.

Advantages in large schools and in schools sponsoring extensive athletic programs are that large schools need more men for coaching if they have a full program of sports. There are not enough physical education teachers to handle all sports. New Trier High School, and other schools in Illinois, employ men with athletic experience for classroom teaching and these men are given coaching assignments in addition to their teaching. The use of academic teachers as coaches works successfully in military schools and private schools where most faculty men participate as coaches and large numbers of boys are on teams.

ARGUMENTS AGAINST SEPARATION

In support of the idea that coaches should be prepared as physical educators are the statements of the Educational Policies Commission[7] that these persons are more proficient, and that better articulation of interscholastic sports and other parts of the program results from this combination. Knapp and Miller[8] say: (1) athletic programs are a part of physical education, (2) basic preparation in the field should precede specialization, and (3) special training in coaching tends to emphasize highly competitive varsity sports to the detriment of the rest of the program. Seidler states, "It is impossible to separate varsity athletics and physical education."[9] He further states that instead of separating coaching and physical education they should be joined tightly together.

In the statement of Cardinal Athletic Principles for Interscholastic Athletics, the first principle states: "To be of maximum effectiveness, the athletic program will:

1. Be closely coordinated with the general instructional program and properly articulated with the other departments of the school."[10]

In order for this coordination to work effectively, I believe the physical education teacher should be coaching or that those responsible for the total program, including athletics, should be professionally prepared in physical education. To verify this idea, Bates[11] says coaches should be competent teachers and that the philosophy of the administrator is important. He further states "Administrative 'guidance' should cause all phases of the program to be conducted properly, and should ensure that only good coaches who are also good teachers will be rated as satisfactory for selection or retention."[12] It is my opinion that the coach who would neglect his physical education classes or fail to plan adequately for them would neglect duties in academic areas as well. As expressed in the Educational Policies Commission statement, such action is a reflection on the competence or ethics of the coach or represents failure of school administrators to insist on competent instruction.[13]

Blake's report also includes a statement emphasizing the necessity of adequate educational preparation for coaching[14] and the Educational

Policies Commission asserts. "To be educationally successful, the coach needs far more than a technical knowledge of the game. Sports instructors should be properly certified and competent teachers of physical education, with understanding of child growth and development, the purposes and principles of teaching and learning, and other knowledges, understandings, attitudes, and appreciations that characterize competent teachers."[15/] The Educational Policies Commission further states, "Athletic activities should be conducted as part of physical education under the direction of teachers with special preparation in the field of physical education."[16/]

JOB OPPORTUNITIES AVAILABLE

Another aspect of the problem of the preparation of athletic coaches involves the job opportunities available for trained men. In this connection it is noted:

1. Men physical education teachers in most high schools are expected to coach athletic teams and teach academic subjects. This is particularly true in smaller high schools. Despite the trend toward consolidation of schools there are many hundreds of small high schools where the need is for men who can teach physical education, coach athletic teams and teach academic subjects. A study by Richardson[17/] of California teachers revealed that 64 per cent of 205 physical educators taught both physical education and academic subjects, and coached from one to three sports. The remaining 36 per cent taught physical education full time in addition to coaching assignments.

2. Many of the academic teaching responsibilities in combination with coaching and teaching physical education are in the area of health education. Jewsbury's study[18/] of Illinois high schools showed health education as the most frequently desired combination with physical education. Richardson's study[19/] further reported that 23 per cent of 205 men were coaching and teaching physical education, and teaching health education as an academic subject assignment.

3. DeGroot[20/] has advocated special training for coaches and job assignments separating coaches from physical education teaching. He emphasizes that programs of preparation have not stressed preparation for coaching. However, the job opportunities and possibilities which are available do not support this recommendation. Certainly opportunities for employment as coaches without major teaching responsibilities are limited at the high school level.

A study by Jackson[21] was made to determine possible trends in the employment of coaches in Illinois. General school administrators and heads of physical education and athletic programs were polled. No apparent trend was noted and various opinions were expressed. Bates[22] reported that most of the high school coaches and principals replying to his inquiry were opposed to hiring coaches for competitive sports and other instructors for the physical education classes. It was suggested that men hired only for the purpose of coaching particular sports were not considered as regular teachers with general responsibilities.

It is interesting to note that a report by Nixon[23] to the College Physical Education Association in 1950 included several opinions disagreeing with these statements. Listed were a trend toward more combinations involving classroom teaching with less demand for straight physical education and coaching, a statement that health education was one of the least desirable combinations with physical education, and a suggestion that major students should be competent to teach in a variety of classroom situations. Nixon and Snyder[24] both mentioned a trend toward requiring general teaching credentials so physical education teachers and coaches would be qualified to teach in any subject area of the cirriculum. This was associated with a plan to abolish the special credential in physical education. However, the 1953 Manual on Certification Requirements[25] lists a California special secondary credential for physical education.

SUMMARY

In summarizing this discussion of the preparation of athletic coaches, some assumptions can be made which appear valid.

1. A basic philosophy of athletics acceptable to all should be adopted.

2. The athletic program should be broad and should include a variety of activities.

3. Administrative policies and controls should be established on the basis of the best interests of the total school program.

4. All coaching should be done by competent, certified teachers.

5. The coach and physical educator should accept that each has common responsibilities to the school.

6. The athletic coach should be prepared as a physical educator and his preparation should include anatomy, phsiology, kinesiology, physiology of exercise, health education, athletic training, and, philosophy and organization of the total program.

7. The athletic program should be administered by a professionally prepared physical education person in those instances where academic teachers are used as coaches.

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PROBLEMS CREATED BY INTERCOLLEGIATE ATHLETICS IN TEACHER EDUCATION PROGRAMS

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Problems are created by any kind of education program. The fact that a program creates problems is not prima facie evidence that the program is unworthy but makes it imperative that the problems be recognized and analysed and that serious effort be directed to solving them. The purpose of this presentation is to point out some of the problems associated with intercollegiate athletics in teacher education programs and to make suggestions for their solutions.

Origins and Control of the Two Programs

Because of their different origins, the professional program of teacher preparation in physical education and the intercollegiate athletic program have, in many ways, developed independently of each other. Yet, often the two programs involve many of the same students, faculty and facilities. Because of the differences in orignin and control these programs have evolved with philosophies not always in harmony. Although the college administration is responsible for each program, the professional program is guided by the physical education staff which usually works through the instruction and curriculum committee of the college or the dean of instruction, while the intercollegiate athletic program is usually guided by the specialized coaching staff and the athletic committee. The athletic committee may be composed largely of people outside the profession of physical education; so we find the intercollegiate programs guided by a committee whose members come from the various administrative, instructional and alumni areas of the college and which works, not as a committee responsible for curriculum and instruction, but as a body responsible directly to the president or to some group such as the council on administration and public relations. Thus, with the two programs having different origins, and different channels of responsibility, we find they have different purposes; one emphasizing instruction and one emphasizing public relations. The degree to which these differences exist determines to what extent each of these programs creates problems for the other.

Problems

Colleges conducting teacher education programs have a unique responsibility to develop sound programs of physical education since much teaching is by examble rather than by precept. Practices that much teaching is by example rather than by precept. Practices that might be condoned in colleges not involved in teacher education are indefensible in colleges with teacher education programs where the practices followed may be emulated in the secondary and elementary schools.

For the purpose of this presentation the problems created by intercollegiate athletics are divided into three general catagories as follows:

1. Those concerned with the skills, attitudes, ideals and recruitment of physical education majors.

2. Those involving the selection and teaching assignments of physical education faculty members and with the interests of these faculty members.

3. Those problems arising from the utilization of existing facilities and planning for future facilities.

Skills, Attitudes, Ideals and Recruitment of Physical Education Majors

The great majority of our students who elect to become physical education majors have participated to some degree in high school athletics. This participation in some high schools results in many of them having an intensive experience in a relatively few physical education activities. Those of this group who are selected to participate in intercollegiate athletics become involved in a program that may further militate against their developing skills and interests in the many activities which we consider important in physical education. In colleges where intercollegiate participation is allowed to meet all or part of the general physical education requirements, these major students are further allowed to specialize. Their intercollegiate participation may also limit their taking part in the intramural program through making them ineligible or by leaving them too little time or desire to participate, thus further hindering the enrichment of their activity experiences.

The student major participating in intercollegiate athletics is very apt to develop the philosophy that interschool athletics are the most important phase of physical education and that his own speciality is the most important among the various interschool sports. His "heart" is so much in his particular speciality that he may become a sports technician whose interest in the techniques of how to win games over shadows his interest in how to educate young people through physical education activities.

The influences of the intercollegiate program may also be felt in our recruitment programs for prospective physical education teachers. This is particularily true in colleges in which efforts to attract the prospective physical education students are limited primarily to those who have the specialized ability necessary to contribute to the success of intercollegiate athletics. This type of recruitment program presents a concept of physical education which emphasizes athletic prowess and winning games, while omitting emphasis on the challenges in the field which call for a high order of intelligence and idealism. While in some colleges a reasonable concern is shown for the scholarship ability of the candidate, the primary concern is too often with the candidate's ability to contribute to a winning team. When the primary interest of those responsible for recruitment is in the specialized athlete, the recruitment of good candidates for the profession of physical education becomes incidental.

Selection and Teaching Assignments of Physical Education Faculty

In most of our small and medium sized colleges the coaches of intercollegiate athletics are usually assigned other teaching duties during the time when their sports are out of season. Thus we find that many coaches are assigned to teach both general and professional physical education classes. When the success of the intercollegiate program is a major concern of the administration, the selection of physical education faculty is likely to be done with primary concern for their sports coaching ability and secondary concern for their teaching ability and interest in activities other than their coaching sport. For example, if a new assistant coach is needed, who can also teach activities in the general or professional program, the first concern is often with selecting a man who has had outstanding success as a coach, with secondary concern being shown for finding a man who can qualify for the other assignments involved in the position. This emphasis may operate regardless of the fact that the new faculty member may have as little as one sixth of his full year's time allocated to coaching. In situations in which the college administration's primary interest in physical education rests in the intercollegiate phase, participation by the physical education faculty in the selection of a new faculty member may be limited to the coach of the sport involved or the athletic director. The general department faculty, wose responsibility it is to constantly strive to improve the departmental offerings, may not even be given the opportunity to indicate the qualification they consider necessary in the candidate to be selected, even though the new faculty member may spend the major portion of his time in teaching assignments other than coaching.

The emphasis on coaching ability to the neglect of graduate and undergraduate preparation in physical education is strikingly revealed in the recent study made by W. A. Healey.[*] In his study of 119 selected midwestern colleges of 3,000 or less he found that of the 232 coaches in private colleges studied only 58 percent majored in physical education in their undergraduate study and only approximately 55 percent did their graduate study in physical education. He found of the 100 coaches in state colleges questioned that 72 percent had their undergraduate major in physical education and only 63 percent did their graduate study in physical education. The information revealed by this study indicates the lack of relationship between the undergraduate and graduate study of their physical education staff members and the instructional duties to which they are assigned.

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[*] Healey, W.A., "Are Athletics a Part of Physical Education?"

Where the major emphasis and interest of the college is on strong intercollegiate athletic teams, the time demands on the coaches are such that a disportionate amount of their energy and interest must be allocated to duties associated with coaching throughout the entire year. This emphasis results in a very large amount of physical education faculty time being spent on a program which directly benefits only a small segment of the student body. The conscientious coach who is involved in recruiting future players, looking for jobs for athletes, working to find sources of grants in aid, speaking at banquets and in performing the many other duties which coaching has come to entail, is apt to find that other duties to which he has been assigned may necessarily suffer from lack of sufficient attention and interest.

Utilization of Existing Facilities and Planning for Future Facilities

Just as disportionate amounts of faculty time are often allocated to intercollegiate athletics and just as major emphasis on sports coaching ability influences the selection of new staff members, so do intercollegiate athletics often monopolize an unfair proportion of facilities as well as unduly influence the type of facilities to be added to those already in use. In colleges where increased enrollments and efforts to improve programs are putting a heavy load on facilities, the problem often occurs as to where the necessary class hours of activity can be scheduled. In most situations, however, the facilities which have been traditionally used by the intercollegiate program are not made available for other phases of the physical education program, even when they are not in use.

The question of what program will be best served again arises when the subject of expanding facilities is considered. When a new building is needed to meet demands of the expanding physical education program, the demand for a field house adapted to intercollegiate athletics with emphasis on design for seating capacity and efficient spectator access may overshadow the need for an up to date physical education building with its many activity areas.

In some states where field houses and stadiums can be built with tax funds only to the extent to which they contain instructional areas, plans may be made to utilize space under bleachers and other somewhat undesirable areas for this purpose. If other than state funds are used, the methods of raising the necessary money by gifts, bond issues, loans, etc., tend to dictate the type of building to be erected. In most cases the building will be designed primarily to serve intercollegiate athletics in such a manner as to increase possible gate receipts. These latter finance plans tend to place undue emphasis on the necessity to produce winning teams so necessary in attracting paying spectators. The emphasis on the importance of winning games further aggravates many of the problems mentioned previously.

Recommendations

Intercollegiate athletics and the practices associated with them have such a firm standing in our culture that it would seem next to impossible to effect any major changes. However, as educators we should recognize the fact that there is nor fixed or final status about our culture and that cultural climate can be changed by education. Since education is our profession, we have the burden of the responsibility.

First, we must interpret our program to our own college faculties. Many of our faculty are concerned only with the win and loss record of our athletic teams simply because they are not fully aware of whtat we are trying to accomplish in physical education. The same can be said of the off-campus people who are interested in the college. We need to use every public relation channel available to tell our story.

We need to exercise particularily dynamic leadership in interpreting our program directions and needs to the administrative heads of our colleges. Some of them have a limited concept of the physical education program and much of the responsibility for this situation is ours. We need to discuss basic philosophies and ideals with them to help them understand the opportunities we see in physical education.

Finally, our department staffs need to work as a group. Problems should be openly discussed in our staff meetings. Divergent opinions should be welcomed and should be put to the test of, ''What is best for the education of our students?'' Tactful help should be given to staff members whose preparation may not be adequate for the job they must perform.

To develop programs of intercollegiate athletics and teacher preparation that can operate as phases of an educationally sound physical education program will not be easy, but it can be done.

RECRUITING DESIRABLE STUDENTS FOR THE PROFESSION

A. E. Fourier
University of South Carolina

When I was asked to participate on this panel, the Chairman suggested that I attempt to answer the question "Recruting for what?" and that my treatment of the question might serve as a springboard for subsequent contributions by panel members. I must confess that my first reaction to this suggestion was that I was being asked to perform a simple task and that I would arrive at an answer quite simply. I have come to the conclusion that I was never more simple-minded. After some reading, much thinking, and no little amount of frustration I must admit defeat in the matter of coming to either a simple answer or a satisfactory answer. As a result most of what I have to say must take the form of raising questions rather than answering them.

Undoubtedly one could identify the kinds of positions that have evolved in the field of physical education and one could learn much from the rather extensive literature of the job analysis type. The rendering of the minutiae into a meaningful and penetrating generalization relative to the problem of recruiting desirable students for the profession, however, appears to be an all but hopeless task. In effect the question boils down to what kind of people do we need for the kinds of jobs performed by physical education personnel?

This type of question has been asked of school superintendents and they have at various times attempted to answer it. One superintendent identifies the following in commenting on "What I Expect of a Teacher:

1. Adequate technical preparation
2. A social-consciousness that creates an awareness of the needs of the world outside the school.
3. Abreadth of understanding and outlook that will insure salutary effect upon the entire program of the school.
4. A quality that will encourage hearty cooperation on the part of the entire teaching staff in the physical education program of the school.[1/]

N. G. Engelhardt, in reporting on replies of one hundred and fifty-two superintendents of education to the question "What the Superintendent Expects of the Teacher of Health and Physical Education" lists the following:

1. A broad cultural background.
2. Ability to integrate physical education with the total school program.
3. A man or woman whose personality, whose character, whose influence, and whose outlook upon life are sholesome, positive, and unquestionable.[2/]

Answers such as these may be the best that can be developed in reply to the questions "Recruiting for what?" , on the other hand, it is obvious that a collossal void must exist between qualities thus described and the sharp task of translating them into workable recruiting practices. Inasmuch as the program topic here considered implies that we deal with the HOW of recruiting desirable students, it would appear that such translation becomes the responsibility of this panel. It is at this point that I find capitulation the better part of valor and desert my comrades to help becloud the issue rather than clarify it.

The recruiting problem is by no means a new one, nor is it one that is peculiar to the teaching profession. To recruit means to restore, to replenish. In the teaching profession - or more specifically in physical education - we are concerned with restoring and replenishing the ranks of teachers which are continually being thinned by "the inexorable march of time" and by the pulls and tugs on individuals as they seek to fulfill their own destinies in a highly competitive, dynamic, and perhaps seductive society. That the problem is not a new one is attested to by a large body of literature stretching on back through the years in the Journal, The Research Quarterly, and The American Physical Education Review. That it is not peculiar to teaching is obvious to all of us as we continually hear of the great need for interesting young people in scientific careers, in nursing, in social work, and ad infinitum; and no doubt we are all too familiar with the need for "recruits" in the Armed Forces. One might say, paranthetically, that the Armed Forces do seem to have a somewhat satisfactory answer to their problem.

The problem in the teaching profession, however, is accentuated by the fact that teaching is not a particularly lucrative profession, nor is it a profession whereby membership automatically yields honor and prestige amon one's fellow men. This latter point brings to mind an example in my own experience which may be of some significance. At a social gathering a few years ago where my wife and I were not familiar with all who were present, we were introduced to a young lady who, in a spirit of exchanging pleasantries, casually asked my wife what she did in the world. To this she replied that she taught English. Our companion of the moment took on a most sympathetic expression and in a like tone of voice said, "Well, somebody has to teach." And in response to my wife's question the young lady replied in a somewhat superior manner that she "took telephone calls for room service at the local hotel."

This incident may not really be an example of anything. It is, however, indicative of the position to which the teaching profession has sunk in the esteem of the general public in a society where economic gain and accumulation of material goods are held particularly valuable. Indeed, the teacher is often held in contempt because he failed to wrest from the world a sufficiently large share of its goods to be judged a success. And no doubt the continuous stream of propaganda beating a steady tatoo on the ears of the great American public to the effect that the teacher is an underpaid unfortunate in our midst has perhaps done more harm than good. The harm tends to be comulative and progressive in that "logical" reasoning leads many of those around us to come to an even less flattering conclusion. To wit: Teachers are poorly paid. Because teachers are poorly paid, we have a serious shortage of good teachers. Therefore, those who now teach are not good teachers. And then the great American myth that "a man is paid what he is worth" also has a corrupting influence upon this situation.

To dwell upon such matters may seem macabre. On the other hand, it is one of the realities we must face in any consideration of recruiting desirable students for the profession. Perhaps there is no way to deal with the problem of the relative position of the teaching profession in the panorama of the American scene, but it is an undeniable fact that the profession does occupy some place and that its relative position with respect to other professions and vocations is an important influencing factor in the matter being considered by this panel. Perhaps some other member of the panel will have something constructive and encouraging to say on this subject.

It should also be mentioned that recruiting for the profession can hardly be discussed without taking into account its inevitable counterpart - selection. Dr. Caswell, President of Teachers College, Columbia University, identifies three facets of the recruitment problem as follows: 1) Quantity, 2) quality, and 3) deliberate and early enough choice of teaching as a profession so sound and adequate preparation can be made.3/ In effect, he says that we need to interest large numbers of youths in careers in teaching, that we must select carefully enough to admit only those who give genuine promise of becoming successful teachers, and that this whole business should start early enough to insure that such candidates get sufficient professional education to bring to fruition the promise that is inherent in each of them.

I think few would argue with the propositon that we must at one and the same time be concerned with quantity and quality. There seems to be evidence, however, to indicate that functions of recruiting and selecting are not always as Damon and Pythias. Often they work to undermine each other. For example, Ralph Johnson points out in his study of the selection of men students for professional training in physical education that supply and demand in the teacher market have much to do with determining whether emphasis is placed upon recruiting candidates or selecting them. And as a natural result one suffers on account of the other. He concludes that prior to 1942 an oversupply of candidates stimulated the development and application of techniques for selection, whereas after 1942 the shortage of candidates brought about a situation in which "much of the progress made in selection was being endangered by the demand for teachers regardless of qualifications."4/ If this kind of situation truly exists, we must ask ourselves in all honesty whether or not we are most exercised over the matter of recruitment only when a serious teacher shortage impends or is already upon us; are we concerned primarily with the matter of selection only when an abundance of candidates bear down upon us and we find it necessary and desirable, if you will pardon the cliche, to separate the sheep from the goats.

If we can assume for the moment that we operate in practice out of only the best motives, and that we are concerned with selecting only the most likely candidates available in spite of pressures exerted by the externals of the situation, then another serious problem is raised which begs solution. This has to do with our inability to apply measures which will adequately predict teaching success. Johnson cites the multiplicity of techniques employed in the selection of candidates throughout the country and summarizes with the statement that "the principal defficulty lies in the fact that the recommended measures are not sufficiently adequate to predict the ultimate success of the candidate."5/

If his analysis is correct, the function of assuring quality in the recruiting process is in serious jeopardy. If we are unable to determine with some certainty the most promising candidates, how are we to avoid a mere beating of the bushes with an ultimate absorption of people in the ranks who are unfit to serve as teachers of physical education? Johnson cites a respondent, W. H. Burton, as asking the following question: "Are you planning to study any of the procedures now used here and there which are of questionable value or actually detrimental? Some of the recruiting practices are definitely undesirable and detrimental to the student and society."6/

Dr. Burton does not elaborate further as to what specific recruiting practices may be detrimental, however, it should be obvious to all of us that recruiting and selecting are but two aspects of the same function and that each must lend support to the other in any effort aimed at assuring an ample and suitable supply of candidates for the profession. The degree to which recruiting practices may have a negative effect or be of small value in accomplishing this purpose would seem to be directly related to how well we succeed in the selecting process.

In summary it might be said that there is a very great need for our doing all that we can to insure that we have enough of the right kind of people to carry on in the profession in its best traditions.

We are bucking up against formidable odds in this effort in that many of the values held in our society do not lend support to the conclusion that teaching is a profession worthy of the best talents in our society.

The success of the recruiting effort is measured by the balance that is struck between quantity and quality. The apparent weaknesses in our endeavors to provide for quality threatens the success of the entire recruiting venture.

1. R. W. Bardwell, "What I Expect of a Teacher," Journal of Health and Physical Education, September, 1935, p. 63.

2. N. G. Engelhardt, "What the Superintendent Expects of the Health and Physical Education Teacher, "Journal of Health and Physical Education," February, 1934, pp. 4 - 5.

3. James E. Russell, ed., National Policies for Education, Health, and Social Services, New York: Doubleday and Company, Inc. 1955 (A sympsium), p. 61.

4. Ralph Johnson, *A Study of the Present Status of Selection of Men Students for Professional Training in Physical Education*. Doctor of Education dissertation, Syracuse University, 1948, p. 212.

5. *Ibid.*, p. 229.

6. *Ibid.*, p. 213.

RECRUITING DESIRABLE UNDERGRADUATE STUDENTS FOR THE PROFESSION

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The purpose of this report is to present a means of disseminating ideas and methods on our subject "Recruiting Desirable Undergraduate Students for the Profession."

To approach the topic, a general survey way made of all the schools in Kentucky that had an undergraduate major in physical education. The following are some of the ideas and methods on recruiting major students as a result of the survey:

1. It was found that each college was independently carrying on its own recruiting program.
2. All schools felt that they had done too little in recruiting desirable students.
3. Summary of methods being used within the state:
    a. Booklets, brochures and bulletins
    b. Visitation to high schools by staff members
    c. Demonstrations in high schools
    d. Counseling within the high schools
    e. Radio and TV programs
    f. Invitations to high school seniors
    g. Sports and dance clinics
    h. Talks to entering college freshmen
    i. Talks to HPER teachers on recruiting high school pupils
    j. Athletic coaches point out possibilities in the field
4. One school stated that its situation was quite different from that of most colleges. Its enrollment is kept at a constant level due to a highly selective program. The general basis of selection applies to all. Very few students come to this school with a preconceived notion as to what their major is to be. Its recruiting program consists almost entirely of selling the idea to the students during their service classes.
5. One combined effort of recruiting was done through our state department. A conference of principals, guidance personnel, and deans of men and women was held for the purpose of getting HPER information to the "right people." Through combined efforts of all the state colleges a Health, Physical Education and Recreation bulletin was printed and distributed to anyone desiring information on preparation in our fields. This bulletin contained information regarding general courses, professional courses, activity courses, department activities, campus activities, values of field experiences, requirements for graduation, opportunities in the field and requirements for entrance.
6. State Councils.

SUGGESTED CRITERIA FOR SELECTING GRADUATE STUDENTS IN HEALTH, PHYSICAL EDUCATION AND RECREATION

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Although increasing attention is being given to methods of screening and selecting graduate students, little factual information is available concerning the types of prevailing practices in evaluating and admitting students for graduate study.

Before some of these criteria are considered it may be helpful to explain the purpose of graduate work.

1. Mastery of a substantial body of precise and specialized knowledge. The student must know where knowledge in his field comes from, how it is put together and how manipulated.
2. Understanding of special techniques and devices by which the knowledge in his field is accumulated and managed--so-called tricks of the trade.
3. Development of a sense of responsibility for the field of scholarship with which he identifies himself. There is an important defference between the educated man and the mere technician. The former not only knows his subject, but he can also appreciate the part it has played in the progress of his profession. In addition he has a keen realization of his ethical responsibility to the entire profession rather than a concern for personal gain.

A study made by Topetzes and Blum[1] to determine what techniques are used in gathering data about applicants and the importance which graduate schools attach to these techniques was made in 1954. Generally the results of this work showed:

a. Deans of smaller graduate schools or departments (under 200) always required an interview with the applicant.
b. Larger graduate schools reported that deans seldom or never require interviews.

As a whole, the time factor is important in determining whether or not an interview technique is used. Remember we are referring to deans or directors of the graduate schools. On the other hand, the specific department in which the prospective graduate student is to work usually requires and obtains information by means of interviews. I believe most of us would agree that this is an important and valuable tool in selection.

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[1] J. Topetzes and L. P. Blum, "Selection of Graduate Students," Journal of Higher Education, March, 1954.

Although considered important, the majority of graduate schools seldom require recommendations for admission from the undergraduate deans. This is probably due to the fact that students seldom have any direct contact with the dean. On the other hand the recommendations of department chairmen are used to a great extent as well as the recommendations of the undergraduate professors.

Although tests as a device for obtaining information were considered very important, there is no general use made of this media. This is particularly true in smaller schools. The greatest unanimity of use involved the undergraduate transcript. This gives the selector a good perspecitve to over-all competency of the candidate and not just the major and minor fields.

Before going into specific qualifications and characteristics required of the applicant, let us consider one or two of the previous criteria used with a point of view as to their reliability and functional use.

The guided interview as an evaluative instrument is important because the following characteristics may be observed:

a. manner
b. speech
c. sociability
d. purpose (drive and motivation
e. sensitivity to problems
f. creativeness and imagination
g. openmindedness
h. intelligence
i. maturity
j. command of information and experience

In a study made by Robert C. Anderson1/ at New York University it was found that the interview, as used and rated by the faculty, had a coefficient of correlation of .51. Other correlations between faculty ratings and such devices as college grades, essay tests, psychological tests, etc., were found considerably less significant, although grades obtained in college were probably the most tangible evidence for predicting success in graduate study.

Where tests are used as a criteria for selection the three most frequently used are:

1. Graduate Record Examination
2. Miller Analogies Test
3. I.E.R. Intelligence Scale - Comprehensive, aptitude, verbal, deduction.

The Graduate Record Examination test is the most ambitious attempt to provide a comprehensive set of information at the graduate level. The prediction of success in graduate work on the basis of the G.R.E. is about as good as that obtainable from college grades. The use of both would probably have a better validity. The major objections for using the Graduate Record Examination is the time involved in taking it (six or seven hours) and the cost (seven or eight dollars).

1/ R. C. Anderson, "Guided Interviews as An Evaluative Instrument," *Journal of Educational Research*. November, 1954.

The Miller Analogies Test, developed at the University of Minnesota, is a fifty-minute test of information and thinking skill. The American Council Psychological Examinations and the Ohio State Psychological tests are other tests that may be used. It may be possible for schools to construct their own tests but on the whole this is time-consuming and costly and lack of national norms may place a question mark on its validity.

Information Readily Available for Selection

Some specific criteria readily available and easily secured are:

1. Graduation from an accredited undergraduate institution.
2. Above average grades. Preferably a "B" average and in some unusual or exceptional cases, not less than a "C-". In considering grades the "difficulty level" of the undergraduate courses and the college must be considered.
3. Favorable recommendations from several persons who have had the opportunity to observe the quality of the candidates ability.
4. A minimum of 30 semester hours in the professional field. A school may allow a graduate student to make up deficiencies providing they are not too extensive.
5. In an interview situation (before a committee) he demonstrates commendable mental alertness.
6. Personality qualities
   a. leadership
   b. professional attitude
   c. intelligence
   d. character
   e. health
   f. voice
   g. pleasing appearance
   h. enthusiasm
   i. social and religious ideals
   j. interest
   k. dignity
   l. emotional stability
   m. moral character
   n. cooperation
7. Successful teaching experience is also a desirable attribute for students to wish to pursue the doctorate program. Only through experience and experimentation can success, failure, and the ability to assume responsibility be gained. These are necessary for a complete understanding of the scope of the profession.
8. In the areas of recreation and physical education, serious consideration should be given to the candidate's record of participation in a wide variety of activities. The candidate for graduate instruction must have experiences himself that which he intends to teach or supervise if a true understanding and meaning is to be had of his chosen profession.
9. It may also be desirable for the candidate for the doctorate to submit an autobiography.

The increasingly keen competition for graduate assistants and shortage of teachers should not lower our present selection standards.

Only by creating a genuinely professional corp of teachers and leaders, by raising standards rather than lowering them, can the shortage of personnel be finally alleviated without serious damage to our profession. The quality of a profession depends upon its members. We must not only screen and select qualified students from those who apply for admission to graduate study, but also encourage desirable undergraduate students to further study.

A great responsibility rests on those who teach undergraduates. They must be on the alert to identify those young people whose total student life reveals those attitudes and abilities which we seek in graduate students. And having identified them, college teachers must try to interest them in advanced work. This is not a proposal for a highly organized recruitment program, but rather an appeal for students to take advantage of their capabilities, which in turn will be beneficial to our profession.

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RECRUITING DESIRABLE STUDENTS FOR THE PROFESSION

Wynn Fredericks
University of Southern California

The numbers used in depicting the total need for teachers are so large that they are not easily comprehended, but when they are reduced to the needs for just one state, they are more readily understood. In California one new school child arrives every three minutes of every day of the year. we will need one new classroom in California every ten minutes of every workday for the next five years. This picture is being repeated in other states where the percentage rate of growth is as large or larger than that of California. What are we doing to provide teachers for these newcomers in addition to replacing those teachers who die, retire of leave for other professions?

A brief summary of the other papers presented at this meeting plus a review of some of the literature indicates that the following recruiting methods are being tried in some areas:

1. Attractive brouchures sent out to teachers in other states depicting the advantages of teaching in a certain locality. This does not add to the total supply of teachers, merely moves them to another area.
2. Recruiting by teams of administrators who go to distant areas to secure teachers by offering better salaries or other inducements. This also does not help in the overall need for teachers.
3. Lower the credential requirements on the theory that partially trained teachers are more desirable than none.
4. Postpone retirement of competent teachers, and call out of retirement those who are physically and mentally fit to continue teaching.
5. Use partially trained assistant teachers to carry on routines and free master teachers for technical work which only they can do.
6. Make use of former teachers who have married by giving them part time work at hours which will not interfere with the care of their children. This is especially attractive for former teachers who have young children in school part of the day.
7. Apply to physical education the Ford Foundation experiment which attempted to relieve the elementary teacher shortage by giving intensive training in that field to college graduates who had not had any formalized education courses, but were willing to become elementary teachers. What would be the minimum training we could give to a college graduate with no professional training in physical education?

8. How much recruiting can we do for our professional departments among the students who meet in the college health or general service classes in physical education?
9. Greater use of teachers in other fields who can coach the inter-scholastic sports teams thus freeing the professional physical educators for class teaching.
10. Use of trained squad leaders from the ranks of the students. They are valuable when well trained, but the training takes considerable time on the part of the teacher, and there is a question regarding the excessive time required on the part of the student squad leaders.

NEW APPROACHES

Two studies which are only in their preliminary stages have attempted to discover some aspects of recruiting which are of special significance to the field of physical education. The facts quoted are only those of pilot or preliminary investigations but seem to be of significance from the standpoint of the novelty of the approach.

Earl Wallis of the University of Southern California is interested in the type of appeal which is being used for recruiting physical education teachers. Should a specialized appeal be used as has been done in Agriculture Education and Business Education? Do physical education teachers come in through the front door of athletics? If so, is any type of athletic participation sufficient or must it be successful participation on teams? The oft quoted question used in recruiting teachers is, ''Are you interested in children?'' Is this a valid question for potential physical education teachers?

In a pilot study covering a very limited number 12th grade boys in college preparatory classes Wallis ascertained their opinions regarding teaching other than physical education and also their opinions regarding teaching of physical education.

A few random results:

1. Teaching in general is desirable because of the long summer vacations but has the following disadvantages: Indoor work; correcting papers; too much administrative paper work.
2. Teaching physical education is desirable because of the long summer vacations, outdoor work and no papers to read or correct. The disadvantages listed were: Difficulty dealing with students; little opportunity for advancement; must seek summer jobs; low pay; having to argue with kids.
3. When completed, this study by Wallis should have some very interesting implications for our recruiting program since it applies to the age level from which major students must come.

Parents are very high on the list of those who have most influence on vocational choices which would indicate that we must make a greater effort to educate parents regarding the advantages of teaching physical education.

Another interesting approach to recruiting is being taken by Walter Crowe, a member of the staff at Long Beach State College. He also is only in the preliminary stages of his study but the following results from his pilot study are challenging. Fifty physical education majors at Long Beach State College were asked the following questions regarding their choice of physical education as a profession. Their answers are ranked in order of frequency, with only the leading ones listed.

I. Why have you chosen physical education as your profession?
   1. Like sports and the people associated with them
   2. Like to work with boys
   3. Want to teach and coach
   4. Have enjoyed athletics and want to help others enjoy the same experience
   5. Have had poor physical education experiences and wish to improve the situation in schools
   6. Like outdoor work

II. What persons have been most influential in helping you make choice.
   1. High school coach or physical education teacher
   2. Own choice
   3. Parents
   4. Junior college coach or teacher
   5. Other teachers
   6. Junior high school teacher of physical education

III. What specific experience have been most important in helping you make a choice?
   1. Own enjoyment of sports participation
   2. Former work with young people
   3. Coaching in playground or recreation work
   4. Liking for the type of people in physical education work

IV. List any negative influences
   1. None
   2. Long hours
   3. Low pay

Crowe's study should have some valuable information for recruiting when he completes it.

The meeting today and the many others which have been devoted to recruiting desirable students for our profession indicate that we are aware of the need for more intensive recruiting as well as the need for improved methods of recruiting. It is recommended that this organization continue its study of recruiting to meet the very pressing need for good teachers of physical education.

THE "OFF-CAMPUS" PROGRAM—PATTERNS AND PROBLEMS

H. A. Shenk
University of Kansas

Discussion Group:
Discussion Leader - J. A. Byrom
Summarizer - R. A. McCall

"Off-campus" teaching was defined by the discussion leader as student teaching taking place away from the college campus whether or not the student is concurrently doing other college work on campus. Following are the questions deemed most important by the group and information contributed by the group in relation to each problem.

I. How do you select cooperating schools?
   A. By investigating through questionnaire or interview to find those schools willing to cooperate by giving student teachers the kind of assignments and supervision that will help them most.
   B. By selecting schools having outstanding master teachers to act as critics.
   C. By selecting schools having good programs in physical education.
   D. Two colleges were reported as having the requirement that critic teachers have a masters degree.

The group in general agreed that the first three criteria were valuable but that the latter one requiring the masters degree was of doubtful importance.

II. In what way do you reward your critic teachers?
   A. Several participants mentioned that tuition credit for limited attendance at college was given as a token reward for critic services.
   B. Some colleges make a token money payment - such as $25.00 for 8 weeks.
   C. Some colleges pay nothing.
   D. Most of the people present thought that the professional satisfaction that comes from rendering service to teaching was a large part of what makes critic teachers willing to serve.

III. How do you help critic teachers feel that they are important people in the teacher education program?
   A. Some colleges hold periodic luncheon meetings for supervisors, student teachers and critics.

B. Some departments invite critic teachers to departmental meetings to discuss the problems of student teaching supervision.

IV. Who supervises the student teachers?

The supervision of student teachers comes from members of the education department or from the physical education department or in some cases from both departments. In some schools (examples Stanford University and Syracuse University) the supervision is done by joint professors, those holding professorships in both education and physical education. There is some indication that there is a trend toward the joint professorship system.

V. How often do supervisors observe and counsel with student teachers?

The average number of contacts mentioned was three during the term or semester. One participant mentioned that when student teachers are placed at a great distance from the campus, teachers having extension classes near by sometimes acted as supervisors.

Several suggestions for improving the student teaching situation were made but were not discussed.

Some schools are so cooperative as to appoint a coordinator for student teaching with released teaching time to help organize the critic work in the school. This plan works at no cost to the colleges.

Dr. Lloyd Jones of Penn State suggested that those interested in further study of the student teaching program might well study the literature developed by the Association for Student Teaching. Correspondence should be addressed to the president Dr. Allen Patterson, Lockhaven Teachers College, Lockhaven, Pa.

THE "OFF-CAMPUS" PROGRAM—PATTERNS AND PROBLEMS

C. O. Jackson
University of Illinois

Discussion Group:

During the first forty-five minutes, those in attendance were divided into groups according to interests. This is a summary of the deliberations of the group interested in "The Combination Laboratory School" and "Off-Campus Program - Patterns and Problems".

Dr. Louis Keller, University of Minnesota was the discussion leader. Following this period, each group presented a summary to these in attendance.

The group whose discussion is summarized was small, but all participated eagerly and often. The following were in attendance:

W. J. Tait, Florida State, M. H. Rogers, Teachers College, Brockport, New Jersey, Jennings Davis, David Lipscomb College, M. J. Gary, Western Michigan, Kalamazoo, John Berry, Stetson University, Deland, W. J. Schnitzer, Kansas State, Empotia, Dick Morland, Stetson University, Warren Fraleigh, Ohio State, Louis Keller, University of Minnesota, and C. O. Jackson, University of Illinois.

Each person briefly presented the plan now followed at his institution, and listed specific problems. Some still had part of the student teaching carried on in service courses, but this was not the problem it was immediately after the war when all were swamped with candidates, and the only option was to use service courses. It was also agreed that facilities, schools, supervision, and finances were not adequate to permit a complete off-campus program; it was also agreed that a complete on-campus program was just as impractical, and much less desireable.

The institutions located in or near metropolitan areas had fewer problems in locating good student teaching situations than those in small or rural areas. University high school facilities are seldom adequate, and the better public and parochial schools must be included in choosing centers. Many faced the problem of too limited facilities for observation purposes.

One school uses recreational experiences in a guided way as part of the student teaching experiences. Some have a plan which permits freshmen to assist in the conduct of certain service classes.

One of the major problems was that of relationships between major departments and the laboratory school. In some instances there was no control over the student teaching; it was completely in the hands of a special group, usually the College or School of Education. Sometimes personality clashes or differences in philosophies made this an intolerable situation.

It was agreed that student teaching must always be a two-way process and all must be concerned about what is best for the pupils in the classes, and what is best for the student-teachers, also.

It was agreed that supervision, and good supervision was needed for off-campus student teaching. This involves adjustment ot teaching load, and brings about considerable expense for travel.

A lively discussion followed on criteria for critic teachers. It was agreed that such a teacher should be a master teacher, and should not only have a master's degree plus experience, but be interested in, and desirous of helping with the student teaching program. Such teachers usually get from $25 to $50 extra per student-teacher per semester in off-campus situations.

Student teachers were usually permitted to indicate one or more choices for their experiences, and no one was in a situation where they were arbitrarily assigned. Pre-student teaching conferences help with the guidance and advisement.

Off-campus teaching was considered the goal toward which to work, and while four to eight weeks experience was considered very good, it was felt that half a semester, or a full semester would be better.

Student teaching is studying of teaching and the person involved should not be considered an ''extra hand'' to take over much of the teacher's load, but a fellow professional ''in training''. The variety of experiences the student teacher receives is too often limited. These should be as many and as varied as time, experience, and the situation permit. Perhaps we should ''stretch'' each individual to help him grow professionally, but this becomes an individual problem. Under no circumstances should they be turned loose to ''sink or swim''.

Lesson plans and unit outlines are considered valuable and should form part of the pre-teaching experience, as well as an important part of the student teaching experience. There whould also be plans for regular counselling and guidance experiences by both the critic teacher, the supervisor, and the major department.

The pre-student teaching experience at Illinois, where those who are interested, may sign up for a two-weeks full-time student teaching experience the first two weeks of the fall semester, in the school where they will be teaching later in the year.

The group was reluctant to return to the general meeting because there were still many problems to be faced, but time did not permit otherwise. The success of the meeting appears to suggest similar programs in the future.

REQUIRED PHYSICAL EDUCATION

AN EVALUATIVE STUDY OF THE REQUIRED PHYSICAL EDUCATION PROGRAM FOR MEN AT THE UNIVERSITY OF ILLINOIS (Abstract)

Harold E. Kenney
University of Illinois

The Problem

This study was made to determine the relationship between the required Service Program in physical education for men at the University of Illinois and the sports and exercise habits of men graduates.

Physical educators have generally accepted education for healthful and wholesome use of leisure as a major objective of college required physical education programs. They have subscribed to the idea that college students learn attitudes and skills in physical education classes and then, because of these learnings, participate in exercise activities as a leisure-time pursuit. Physical education is concerned with the development of interests and skills which will carry over to life after leaving the school situation. These interests can provide wholesome fun and at the same time help maintain functional health in a world becoming more and more sedentary. The more strenuous sports are usually considered to have less carry-over than less vigorous exercise activities. The idea that men learn sports in the University physical education program and then after graduation engage in these sports is one of the hypotheses stimulating this study.

This study was also directed toward discovering facts about the origins of sports interests and about motivation to participate in sports. It is known that some men exercise regularly, while others seldom or never participate in such activities. There is a need for research to determine why certain individuals choose sedentary hobbies exclusively while others engage in active sports. The profession of physical education needs to know more facts about motivation.

Procedures Involved in the Study

The data for this study were collected by questionnaires which were mailed to a stratified random sample of University of Illinois graduates for the years of 1939, 1940, 1941, 1942, 1951, and 1952. The graduates for the years of 1943 through 1950 were not questioned for this study because they did not participate in the normal University of Illinois physical education program. During the years of World War II, and for a time thereafter, the emphasis in the Service Program at the University was on immediate physical fitness without the usual regard for the development of permanent sports skills and interests.

A table of random numbers was used for obtaining the sample of graduates. It was found that selecting 9 per cent of the male graduates for the year 1939 resulted in 102 names. Nine per cent of the names were then drawn randomly from each graduating class studied, resulting in over 100 names being drawn from the list of graduates in all years except 1942, from which list only 90 names were drawn. The names of graduates for each of the years were taken from commencement programs. The names on these programs are listed under the heading of commerce, engineering, agriculture, etc. The School of Physical Education graduates were not included in the study because they did not participate in the Service Program in physical education. Nine per cent of all male names were taken from each group for each year studied producing a stratified random sample.

The original list of graduates selected contained 669 names. Because a number of these graduates did not participate in physical education at the University, the final mailing list was reduced to 447. The men who did not take physical education at the University were primarily men who transferred to the University with junior standing or veterans of World War II. The men in these categories were either excused from physical education or were granted credit automatically. A few additional men were excused from physical education by the University because of severe physical handicaps.

Each man on the final mailing list was sent a Sports Participation Questionnaire, with a stamped return envelope enclosed. Follow-up letters were sent to those individuals who did not respond within three weeks after the first mailing of the data sheet. Printed questionnaires were used, and all letters were personal letters individually typed and signed. The percentage responding to the letters and questionnaires ranged from 68.75 per cent for the year of 1952 to 90.54 per cent for the year of 1939, with an overall return of over 82 per cent.

Summary, Interpretations, and Recommendations

According to the data in this study, participation in sports is an almost universal practice of University of Illinois Graduates. Some participate to a greater degree than others, but fewer than 3 per cent reported that their leisure-time habits are all sedentary.

The reason designated by the majority of the men who do not exercise was that their free time was used in reading, watching television, or doing community and social work. A number of the respondents who are participating in sports and exercise activities checked one or more of the reasons for nor participating whigh were listed on the questionnaire. Presumably, these men were trying to explain why they did not engage in sports more often or more regularly. The most mentioned reason for failure of graduates to maintain regular exercise schedules was the greater appeal of sedentary recreation interests. Sixty men, or 16.22 per cent of all the respondents, checked this as a reason for not spending more time in sports or other exercise activities. Individual sports and less strenuous recreational skills are the activities most participated in after graduation.

The most popular sports activity among graduates seems to be swimming. Out of the 370 respondents 269, or 72.7 per cent, report that they engage in this acitivity. Ballroom dancing is a close second with 71.35 per cent reporting participation. Basketball, baseball, softball, and volleyball are the only team sports that appear among the first twenty sports activities.

The following are facts the data show about the physical exercise and sports habits of the University of Illinois graduates:

97.30 per cent participate in sports and exercise one or more times each year.

42.16 per cent participate in some sport or physical exercise activity about once a week or more on a year-around basis.

14.05 per cent participate in sports and physical exercise nearly every day all year.

60.00 per cent participate in some sport or physical exercise about once a week or more on a seasonal basis.

34.12 per cent do not participate in any of the sports activities which they studied in the Service Program in physical education at the University.

65.88 per cent participate in one or more sports or physical exercise activities which they studied in the Service Program in physical education at the University of Illinois.

76.76 per cent report that "to have fun" is one of their most important motives for participation in sports.

47.57 per cent report that "to maintain health and vigor" is one of their most important motives for participation in sports.

30.81 per cent attribute their motivation to engage in sports to the witnessing of sports events.

5.04 per cent believe that participation in sports and exercise will develop resistance to disease and are motivated to participate by this idea.

University of Illinois Service classes in physical education are indicated by the respondents to be fourth in importance as a source of initial interests in sports. The most important source of initial interests is, according to the data, informal play activity with family and with friends.

Even though instructional programs in physical education at the University of Illinois do not stress home conditioning exercises, the data show that 18.11 per cent of the respondents participate in such exercises. Exercising at home is, according to the data, the most popular of exercise activities University of Illinois graduates engage in daily on an all-year basis.

Based on the data gathered in this study, the following recommendations are made for the improvement of the Service Program in physical education at the University of Illinois:

1. That instruction be given in the maintenance of physical fitness by exercising in the home.
2. That the emphasis on the enjoyment of life through sports participation be continued.
3. That all students be encouraged to study and to understand the physical, social, and psychological functions of physical education activities.
4. That most courses offered in the Service Program in physical education be composed of recreational or carry-over activities.

REQUIRED SERVICE PROGRAM-"HOW WE DO IT"

Group Discussion: "How we do it"
Presiding: H. C. Leibee, University of Michigan
Leader: J. O. Jones
University of Illinois, Chicago Undergraduate Division
Summarizer-Lester H. Miller
University of Illinois, Chicago Undergraduate Division

The chairman met with thirteen members to discuss the problems common to every required service program. Due to lack of time, limited discussion was held on three common problems.

I. Guidance - Forceful selection of courses vs. total free choice
  A. Forceful selection is necessary to meet the needs of the students.
  B. Physical education courses are not of elective nature.
  C. Remedial or basic development course is necessary for students with low physical motor ability. Physical fitness tests are suggested to determine the physical motor ability. An exercise program beneficial in later life should be included in this course. We must show that exercise is not distasteful.
  D. A forceful selection of courses will be desired by students if we explain to them the values they will derive in future years. Competency in a large variety of activities may meet the needs of all students.
  E. The attitude at various age levels determines the type of activity in which a student will participate.
  F. The program and selection of activities depend upon the philosophy of each University.
  G. Proficiency examinations do not meet the desired results of the program.
  H. A standard of proficiency in swimming is suggested for all students.

II. Grading - Letter grade vs. Pass-fail
  A. Too much time is required to grade by the letter.
  B. The only reason many schools have adopted a letter grade is to place physical education on academic equality with other departments.
  C. Grades are given and counted in the over-all grade average.
  D. Several schools are still striving for academic equality.
  E. One reason for requiring physical education grade in the over-all average is to pressure the physical education instructors to do their best job of teaching.

III. Medical examination - Cooperation between the physical education department and the school health service is basic.

WASHINGTON CONFERENCE ON PHYSICAL EDUCATION FOR COLLEGE MEN AND WOMEN

Herman Schell
University of Florida, for the Southeast

Before making my report for the Southeast I think I would like to review some background material for you.

The Conference on Physical Education for College Men and Women was held October 4, 5, 6, 1954 at the NEA Building in Washington with the American Association for Health, Physical Education and Recreation, the College Physical Education Association, and the National Association for Physical Education of College Women as the sponsors. The original idea for the conference came up during a meeting of the Required Service Program Committee at the annual meeting of the College Physical Education Association in 1952. At the 1953 meeting the same committee introduced a resolution to the Association which was approved. At the Biloxi Conference at the Southern District Meeting of the American Association for Health, Physical Education and Recreation in 1954, the conference between Carl Troester, Executive Secretary, AAHPER, and myself resulted in a plan for having the conference. At that time it was suggested that it be a joint conference for men and women, and the plans were continued along those lines. Actually, it became the first joint conference on Physical Education for College Men and Women which was ever held. At the biennial meeting of the AAHPER in the spring of 1954, a planning committee met to work out details for the conference.

The conference was attended by 116 people, 96 of whom were physical education personnel. The others were representatives of cooperating organizations. Eighty-three schools were represented, and the representatives came from 37 states and the District of Columbia. Thirty-four of the delegates were from west of the Mississippi River. It is interesting to note that the final breakdown indicates that 48 men and 48 women were delegates. The main problem encountered in planning the conference was the selection of delegates. In taking into consideration a geographic distribution and the obtaining of representatives from the three organizations and in a effort to prevent too much representation from any one school, some people were not invited.

The proceedings of the conference were published in February 1955, along with an evaluation form. Five hundred of these reports have been sold for the AAHPER. I would like to urge each of you to go back to your campus and promote the sale of this report among all the physical educators on your campuses.

At the meeting of the College Physical Education Association in New York in 1954 two women appeared on the program for the first time in the history of the CPEA. Laura Huelster of the University of Illinois, who was Co-chairman of the Conference, and Helen Coleman of the State Department of Education in Vermont were the women. They also attended the official luncheon of the Association.

In the southeast most of the implementation has been on the local level at the various institutions represented at the conference. At the Southern District meeting in Tulsa there was a panel discussion of the conference during the section meeting for College Men and the Southern Association for Physical Education of College Men also listened to a report on the conference. In North Carolina the College Conference on Physical Education and the North Carolina Association for Health, Physical Education and Recreation had a discussion on the report. In Georgia all college presidents were sent a copy of the evaluation form for guidance in that area. In Florida the College Section of the Florida Association for Health, Physical Education and Recreation had a panel discussion of the conference report and its annual Working Conference in December 1954. I am sure there were other meetings held to implement the conference report, but I am not acquainted with them at this time.

WASHINGTON CONFERENCE
ON PHYSICAL EDUCATION FOR COLLEGE MEN AND WOMEN

L. Carroll Adams
Columbia University, for the Northeast

The National Conference on Physical Education for College Men and Women was held on October 4, 5, 6, 1954, at the Education Center of the NEA in Washington, D. C. Ninety-six participants from eighty-three colleges and universities represented the three sponsoring organizations--The College Physical Education Association, The American Association for Health, Physical Education and Recreation and the National Association of Physical Education for College Women. The Conference, which was the first of its kind where attention was focused on the required or service program, was called for the purpose of developing guides to program planning for the non-professional student in physical education.

The purpose of this report is to determine whether or not the National Conference has been of benefit to college programs of physical education in the northeastern part of the United States which, together with reports from other sections of the country, will give some indication of the value of the Conference throughout the nation. The data on which this report is based was obtained from leaders in physical education in the northeastern states, who were requested to supply information concerning:

(1) Meetings held to discuss the proceedings of the National Conference.

(2) Implementation of Conference recommendations to improve programs.

(3) Whether or not the Conference proceedings have been of value to teachers and administrators.

(4) Suggestions for the future as to how the Conference Report can best serve as a guide to program planning for the non-professional student in physical education.

The replies from the various leaders clearly show that very few conferences have been held to discuss the proceedings of the National Conference. Where conferences were held they were primarily for the staff of a single department within a college.

The following quotations can best serve to illustrate:

New Jersey: "I presented the complete report to our Faculty and also to the teachers of the physical education in our college and we are attempting to implement its standards in our new curriculum...."

"I think the one phase of the Conference that was of the greatest assistance to us was the check list for the appraisal of the instructional program. In regard to the tentative effects of the National Conference, I am afraid that we have little concrete evidence to attribute to it...."

Washington, D. C.: "No follow-up conferences in Washington, D. C. We have made good use of the Report in working on some problems of substitution and credit in Physical Education with the Dean of our Junior College. It proved most helpful...."

Maryland: "In so far as I know, no state conferences were held at the University of Maryland. We are making considerable use of the Report in planning for budget, personnel, load, etc."

Pennsylvania: "Aside from the departmental uses which may have been made in our various institutions, I know of no programs held or planned to discuss the proceedings in the State of Pennsylvania. I thought the conference was an excellant one and that the report reflected the effort, interest, and knowledge of those participating...."

New York: "We have discussed the Conference report quite carefully in our department...."

"I am not aware of any follow-up conference in the state of New York. It was discussed by our staff last year, and, as a result, our women's program was subsequently given a little more elective freedom so girls could choose individual sports...."

"The Conference has had no influence on our efforts to omprove the program, and I do not know whether the Conference has been of value to teachers and administrators...."

Connecticut: "The Washington Conference has been considered very carefully by the members of our department. We have tried to adhere to the Conference's findings rather closely. In our college especially, it is difficult to have as great a requirement as may be possible in other types of schools. As tangible evidence of our use of this instrument (proceedings) may I say that we have requested our Senate Curricula Courses Committee to consider rescinding an old action exempting veterans from the required physical education program. We cited the actions of the College Physical Education Association and the National Conference recommendation. Our suggestion for rescinding this action passed the Committee and the Senate proper without any arguement."

Maine: "There have been no meetings of the colleges in our area in connection with the report. In our own department, however, the report has been most helpful and gives support to many of the things we are attempting to accomplish."

In summary, it seems clear that the Conference proceedings have not been discussed widely at conferences called for this specific purpose. However, the proceedings have been discussed widely by individual departments of physical education in a number of colleges. Judging from the comments of the leaders, the proceedings have been most valuable to the administrators where they have used the standards and recommendations as guideposts for improving their own programs. It seems safe to say that with respect to the Conference administrators who are responsible for physical education in colleges and universities in this geographical area are not as interested in philosophy and objectives as they are in administration and evaluation.

WASHINGTON CONFERENCE ON PHYSICAL EDUCATION FOR COLLEGE MEN AND WOMEN

A. S. Daniels
Ohio State University, for the Midwest

In general, the report of the Conference was well received in the midwest. Word of favorable use of the report came from the states of Ohio, Illinois, West Virginia, Indiana, and Michigan. Post-Conference activity in Iowa was described as one ''very feeble'' report. Wisconsin reported no follow-up activity on the Conference.

Attempts to implement the Conference in the midwest states were mainly through college staff meetings, the regular meetings of several state Associations and informal meetings of college groups where from seven to twenty-two colleges were represented.

The Washington Conference represented the first attempt in modern times to get college men and women physical educators together at a working conference to discuss and improve service programs in physical education. It was a fine beginning step. Carefully designed studies are now needed to get the facts of college programs on a regional or district basis. When this data is compiled and interpreted, a second National Conference could be a significant experience.

WASHINGTON CONFERENCE
ON PHYSICAL EDUCATION FOR COLLEGE MEN AND WOMEN

Herman B. Segrest
Texas A. and M., for the Southwest

This paper includes reports from the states of Arkansas, Louisiana, Oklahoma, and Texas.

Dr. Troy Hendricks, Head, Department of Health, Physical Education and Recreation, University of Arkansas, reports the following:

> "I have your letter of December 7 in regard to what Arkansas has done toward implementing the Washington Conference on Physical Education for College Men and Women. I regret to inform you that as far as I know nothing has been done. We have talked about it on several occasions and have made some tentative plans, but that is as far as we have gone."

The report for Louisiana came from Dr. Guy W. Nesom, Director of Health and Physical Education, Northwestern State College, who stated:

> "In answer to your letter of December 7, 1955, I do not believe that the colleges in Louisiana have used the results of the Washington Conference on Physical Education.
>
> "We plan to revise our entire curriculum; however, we have been slow in getting into the project. The Washington Conference report will have definitely been of great assistance to us when we do begin this project, sometime during the spring semester."

Ellen Kelly, Chairman, Physical Education for Women, University of Oklahoma, reports:

> "The main implementation of the Washington Conference report on a state wide basis has been as follows:
>
> 1. Spring 1955 - A meeting to which representatives of all colleges and junior colleges were invited. Approximately 15 attended.
> 2. October 28, 1955 - A second meeting of Colleges and the formal creation of a College Section of the Oklahoma Association for Health, Physical Education and Recreation. The first project for this section is the further implementation of this report. A research committee was appointed, with me as chairman, and instructed to develop a study of the main areas of weakness in college programs of this state, together with suggestions as to the most likely avenues of approach toward elimination of these weaknesses.

> It was felt that such a study would help each department, especially when approaching its administration with regard to correcting weaknesses. This study should be completed by the end of this school year."

I am submitting the report on the progress which Texas colleges and universities have made toward implementing the Washington Conference on Physical Education for College Men and Women.

Approximately one month following the National Conference on Physical Education for College Men and Women, the Southwest Conference Physical Educators held its annual meeting at Southern Methodist University, November 8, 1954, in Dallas, Texas. Fifty-seven physical educators of Texas - men and women - attended.

The chairman of the Conference Meeting asked the four Southwest Conference physical educators who were privileged to attend the Washington Conference to give brief reports on the results of the four workshop groups of the National Conference. After the four reports were given by Anna Hiss, University of Texas; Lloyd Russell, Baylor University; Herman Segrest, Agricultural and Mechanical College of Texas; and Steven Brown of Southern Methodist University, the group heartily and enthusiastically endorsed the efforts of the national group and recommended that immediate steps should be taken to implement in Texas, the recommendations of the National Conference.

It was unanimously agreed that a statewide Implementation Conference for Texas, sponsored by the Southwest Conference Physical Educators, should be held some time in the spring with the four members who attended the National Conference serving as a steering committee.

At a pre-conference meeting of the steering committee held at Waco, Texas, it was decided that the conference would be held at Waco, Texas. The purposes of the conference were agreed upon as follows:

1. To inform the delegates of the results of the National Conference on Physical Education for College Men and Women;
2. To make, through group effort, additions and implementations to the printed report of the National Conference; and
3. To determine ways and means whereby each Texas institution of higher learning might re-evaluate its required Physical Education Programs for men and women; using as a guide the recommendations of the National Conference, and especially the available Evaluation Criteria of the Conference.

The committee, after one lenghty meeting and much correspondence, submitted the conference plans and program to the physical educators of the Southwest Conference for final approval. After such approval was granted, the steering committee sent letters to the Presidents and Physical Education Directors of 45 Junior College and 46 Senior Colleges and Universities; including 7 Negro Colleges.

In setting up the conference working procedure for the discussions, the conference steering committee appointed Co-Chairman, a recorder, and five consultants for each of the four work groups: Philosophy and Objectives, Administration, Program and Evaluation. An attempt was made to secure an equal number of men and women in these four groups as well as to select co-chairmen, recorders, and consultants from institutions of varying types and sizes and from widely scattered geographic locations. The committee met with excellent success in attempting to carry out its plan. Each group was represented by an appointed nucleus of eight highly capable experts in the professional field.

As the delegates registered for the conference, an effort was made to equally distribute the delegates among the four conference working groups. Each registrant was given a name plate with the number and name of the group in which he was expected to serve. Each delegate remained with one group, so that each individual had an opportunity to make a maximum contribution in the short time allotted for the conference. Consequently, much progress was made in each of the four groups; and all delegates expressed great satisfaction because of the thorough deliberations that took place.

After approximately six hours of group work, the first two objectives of the conference were reasonably achieved. Each principle advocated by the National Conference was carefully analyzed. Additions and implementations were made according to the consensus of the group. The additions and implementations are included in the proceedings of the Texas Conference report which was distributed by the Department of Required Physical Education for Women, University of Texas, Austin, Texas.

At the last general session, it was recommended that four follow-up steps be taken:

1. That each delegate, upon returning to his own institution, discuss the recommendations of the National Conference and the Texas Conference with the administrative authorities of the institution; especially with the Academic Deans and the President.
2. That the members of the physical education staff of each institution study the recommendations of the National Conference and Texas Conference and also evaluate the program through the use of the Evaluative Criteria developed by the National Committee.
3. That the delegates plan an implementation conference for physical educators of surrounding Junior and Senior Colleges.
4. That the steering committee schedule another meeting of the Texas Conference for Junior and Senior College Physical Educators next year. The purpose of this conference would be to determine graduated standards for each of the four phases of the physical education program for college men and women:

a. Philosophy and Objectives
b. Administration
c. Program
d. Evaluation

The steering committee met briefly following the adjournment of the conference to consider the proposal passed by the group for a follow-up conference. After considerable discussion, it was agreed that the next task facing the Texas college and university physical educators might be that of perfecting an instrument that could be used by individual schools for self-evaluation.

The steering committee met again at the Southwest Conference Physical Education Meeting held at Texas A, & M. College, College Station, Texas on December 5, 1955, and agreed to have a follow-up conference April 27th and 28th, 1956 at Baylor University, Waco, Texas.

The Physical Education Department at A. & M. College requested that the representatives of the various schools attending the Southwest Conference Physical Education meeting evaluate its Required Physical Education Program, using the criteria as set up at the Washington conference. Dr. Steven Brown of Southern Methodist University agreed to tabulate the data. At this time, the results of the evaluation have not been completed.

WASHINGTON CONFERENCE ON PHYSICAL EDUCATION FOR COLLEGE MEN AND WOMEN

Glen E. Galligan
Washington State College, for the Northwest

You migh report that the Northwest District Association and also the state associations in the Northwest District have been active in implementing the policies brought out in the Washington Conference. A report was made at each of the state meetings on the Washington Conference and in addition a panel was held at the Northwest District meeting last Spring at Lewiston, Idaho. Dr. Mildred Wohlford presided at this meeting. Other members of the panel were Dr. Eleanor Metheney, National Vice President in Physical Education, Miss Ruth Wilson, Director of Physical Education at the University of Washington, and Glen E. Galligan. This panel was held at the college section luncheon at which 200 people attended, and there was considerable interest shown in the Washington report and questions as how it could be implemented in the various institutions.

WASHINGTON CONFERENCE ON PHYSICAL EDUCATION FOR COLLEGE MEN AND WOMEN

WHERE DO WE GO FROM HERE?

John H. Shaw
Syracuse University

The previous speakers' reports on implementation of the Washington Conference in the various sections of the country have given us not only an overview of what has happened throughout the country since that conference, but also a host of ideas for the rest of us to consider in the implementation of the report in our own state, district or local situation.

Most of the material which follows has been borrowed outright or inferred from the answers to questions included in two surveys conducted since the conference. The first of these was a follow-up questionnaire prepared by the steering committee, which was answered by 57 conference delegates; and the second was a post card survey just completed, asking what had been accomplished in implementing the report and where we should go from this point. There were 65 answers received from delegates in the latter study.

In general the suggestions as to where we should go from here fall under two main headings:

(1) Suggestions for further implementation of the present Report, and
(2) Suggestions for a National Follow-up Conference to be held sometime in the future.

Suggestion for Further Implementation of the Present Report

The Washington Conference on Physical Education for College Men and Women was a first attempt to study this problem at a special conference on the National level. Suggestions for further implementation of the Report seem to group themselves into categories covering (1) follow-up conferences (2) self surveys (3) changes in curricula (4) publicity and (5) working with administrators. An attempt will be made to summarize each of these areas briefly.

1. Follow-up conferences

Follow-up conferences patterned on the National Conference might be organized on a district, state, or even local level. These conferences should invite attendance of all people working in such programs. The conference might be special meetings called for this purpose alone, as in the case of the Texas Conference for Junior and Senior College Physical Educators; or they might be parts of regularly scheduled local, state, or district conferences, as in the case of this year's Southern District Meeting in Tulsa. The latter type meeting is probably less effective than the former because of diversity of purpose, but both have value. Possibly the establishment of a special State organization with annual meetings to study the college physical education program would be desirable, or the formation of a college physical education section in local, state or district associations, if one doesn't already exist, would provide a place for careful consideration and implementation of this report.

Essential to the success of any of these follow-up conferences is wide dissemination of the Conference Report. Many excellent meetings are held each year which never have the impact they deserve because of this bottleneck. If you do not already personally have enough copies of the Washington Conference Report for use with your staff and for distribution to key administrative officers this step should be taken immediately.

A year has elapsed since the Washington Conference perhaps a more timely local follow-up conference meeting could be organized by studying both the physical education and intramural situation at the same time, since the results of the intramural conference are now, or soon will be, available. In many schools, the same personnel are responsible for both programs and an overall look at the combined responsibility may be desirable. Several respondents to both questionnaires pointed out that the report had been helpful even in solving high school problems. Certainly it might be helpful to those directing high school programs to be familiar with the report for purposes of vertical integration of the curriculum.

2. Self Survey and Analysis of Local Situations.

It is imperative that each director, by a "boot strap operation" in his own situation, apply conference recommendations as best he can to improve local conditions. This would involve a careful survey and use of the evaluative criteria developed following the conference. The effectiveness of such a survey would be limited only by the ingenuity and resourcefulness of the local staff. Neighboring institutions might combine their efforts where this seems feasible. There is considerable evidence from the questionnaires to show that cooperative efforts of association members in neighboring institutions have already succeeded in maintaining existing time requirements which were under fire. In fact the defensive, hold-the-line, potential of the conference has already been amply demonstrated. Several delegates felt the scope of the evaluative instrument should be extended and that wider use should be made of it in the evaluation of local programs. This could very well be an important next step undertaken by the College Physical Education Association.

3. Changes in Curricula.

A number of respondents to the questionnaires felt that an important next step involved changes in existing curricula in college physical education. These changes might well arise out of the self survey in each institution. Among the suggestions involving changes in curricula were a survey of high school backgrounds in order to develop a core program for colleges, evaluation and improvement of teaching methods to stimulate student interest in continuing physical activity, program standardization, universal testing, revising the program to more nearly meet our national needs, and strengthening of the program from an educational viewpoint.

Special importance was attached to the idea of doing just as good a job in teaching skills in the general program as in the varsity program, since the student of today becomes the tax payer of tomorrow to whom we look for financial support. The same point was made in respect to teaching beginning skills, as compared to more advanced skills.

4. Publicity

High on the priority list of next steps was a vigorous publicity program on both national and local level. Of course all of the proceeding suggestions constitute a type of publicity, but more specific steps should be taken such as inserting magazine articles in our journal or in other association publications, organizing workshops and study groups to discuss the conference findings, or placing speakers on key program of other educational groups to tell the Washington Conference story. Other follow-up studies, such as the two already undertaken, should be made, and the results summarized and made available at meetings like this one. Reporting of implementation experiences of other institutions would be particularly helpful.

5. Work with Administrators

In the last analysis, improvement in the general physical education program depends largely on selling administrative officers in the various colleges and universities on the value of the Washington Conference recommendations. This also calls for intense diversfied efforts on all levels. Reports should be made available to administrators - (many participants have already gone a long way in accomplishing this objective). Continuing pressure whould be brought upon individual administrators to do away with substitutes for physical education in whatever form, and to have physical education recognized on a comparable basis with other college courses. Every opportunity should be seized upon to keep administrators aware of the need for an improved physical education program in your college.

One participant suggested a questionnaire be sent to college presidents asking their opinions of our restatement of purposes, as a means of inviting closer study of the report and as an evaluation of our efforts.

One very positive step that might be undertaken by this association is to try to get dynamic physical education leaders on accrediting agency evaluation teams, such as Middle States, and have them specifically apply the suggested standards of the Washington Conference in their visitations. Some of our evaluative criteria might be incorporated with others already in existence.

Another suggested local step is to gain representation on planning committees of each college during the coming expansion period, to insure the proper consideration of our program in each institution as it grows.

Back of all the suggestions for next steps in implementation was the implied, or expressed, need for continual prodding and prompting from others in order to keep working toward the goal of better programs. Working cooperatively, therefore, seems an important step to bolster ourselves in our efforts. One stimulates and encourages another to greater efforts.

Suggestions for a Follow-up National Conference

A second general category of suggestions for next steps in implementation of the Washington Conference had to do with a proposed follow-up national conference. Many participants felt that because of pressure of time there were areas completely overlooked or slighted in the first national conference. One of these was the area of methods of teaching and another was in regard to certain aspects of the curriculum.

As a preliminary step to such a conference it was suggested that a careful national study be organized to get at the real facts of the college situation. This might be organized on a district basis and the steering or interim committee of the first national conference might organize the study.

Information secured as a result of implementation efforts should be used in planning this follow-up meeting.

A specific suggestion for a next step for the College Physical Education Association might be to parcel out portions of the report as they fall within the responsibility of existing committees of the association, or to appoint new committees to consider still other parts of the report. These committees might then report back to the association at our next annual meeting. In the same way the other two sponsoring associations, the American Association for Health, Physical Education and Recreation and the National Association for Physical Education of College Women, should study the report and carry on from this point as they see fit.

In the last analysis, the success, or failure, of the implementation of the Washington Conference will depend largely upon the individual efforts of all of us in our own schools. The greatest drawback to realization of the conference potential is procrastination -- that old thief of time. A number of the responses to the most recent questionnaire indicated that no implementation had occurred in some locations but they listed nebulous future plans for such implementation. Well-intentioned as such moves may be, since nearly a year has elapsed since the conference, the chances of such implementation occurring is fairly remote. While the suggestion of one respondent, ''when you sow seed you don't try to force it to sprout'' has some merit, we must remember that good farmers do not allow weeds to grow and choke out young plants and that they fertilize, water and cultivate to encourage healthy, vigorous growth.

Likewise we should not comply, or hasten, agreement or acceptance of the Washington Conference report, but through implementation on a sound basis we should encourage reasonable healthy progress toward our objective of better general college physical education programs.

CURRICULUM RESEARCH

WHAT VALUES SHALL WE SEEK?

J. Wynn Fredericks
University of Southern California

This is the time of year when merchants and manufacturers are taking inventory. What they find on their shelves and in their warehouses will enable them to evaluate their past policies and to make sound plans for the future. It is quite apparent that the physical education profession also has reached the end of an era. Retirement, illness and death in the last few years have caused tremendous losses among the elder statesmen of our profession. These were some of the giants who contributed to the philosophies, principles, policies and methods which have dominated our profession for the past three decades.

Another indication that we are at the end of an era was shown by Wise[1/] who reported in a recent study that there were over 100 different statements of purposes of the college program by college department chairmen who were members of this organization. This would indicate rather widespread professional eclecticism which is a sure symptom, according to philosophers, that we are at the tag end of thinking about and using certain sets or groups of values. The implications are that we might be moving round and round in a rather narrow orbit.

What will our present professional inventory show that will guide us as we enter a very different way of living with new problems and under new leadership? We can only make predictions regarding our professional future when we consider it in the light of the past history of our nation as well as the profession.

Toynbee, the noted historian, believes that only tremendous challenges have produced great nations and civilizations. One example would be our country at the time of the Revolution when we were involved in a war with both England and the Loyalists in the colonies. This war was followed almost immediately by the initial stages of the great controversy over states' rights which was not settled until 1865. Out of these great conflicts came the tremendous early growth of our nation. In addition, a group of leaders emerged which was out of all proportion in numbers and tremendous ability to the few millions of people in our total population.

[1/] Albert R. Wise, "The Purposes of Physical Education for College Men," unpublished Ed. D. dissertation, The University of Southern California, Los Angeles, June, 1952, p. 53.

We can find an interesting parallel in the history of physical education which had its first professional meeting in this country just 70 years ago when eight men came together to form an organization to advance the profession. The great controversial issue which rocked the profession was introduced in 1909 when Thomas D. Wood advocated the "Natural Program". The full impact of this new philosophy, which was the last great change advocated in philosophy, was not felt until later because World War 1 began five years later in Europe and absorbed the full energies of the profession.

The first great challenge to our profession came at the end of the war when there was a nation wide demand for greater physical fitness. For the first time the great issues were raised and the battle joined over the philosophy, methods of teaching and administration which would control the program. Delphine Hanna's Oberlin pupils joined a three cornered battle with the Springfield and Turnverein graduates. Once more we found great issues developing great men who in number and ability were out of all proportion to the total membership of our profession. While Williams, McCloy and Nash joined open battle more often than did some of the others, there were many great philosophers, teachers and administrators in all parts of the country. Under the impact of these strong men and the energy generated by the controversial issues, physical education made tremendous progress for the next twenty years.

Philosophies and methods had to be sound to stand up under the critical examinations to which they were subjected during this period. Objective judgment, however, was not always present because very strong personal loyalties were developed for both leaders and institutional philosophies.

Most of us here today, whether we are aware of it or not, are still highly partisan in our beliefs. It would be extremely difficult for us to be otherwise because we either were trained directly by the pioneer leaders or by their early disciples who established other great teacher training departments during the 1920's and early 1930's.

World War II ended the first stage of the modern era in physical education. All groups disregarded their partisan personal beliefs while doing the necessary work which had to be done either in active military service or in civilian training programs. At the close of the war most of the members of our profession were overwhelmed by the rush of G. I.'s to the campuses. Philosophical controversies were temporarily submerged by the immediate problems of providing teaching staff, facilities and equipment for hordes of students. At this same time, as the old leaders were approaching retirement, they mellowed in their personal feuds as well as in their philosophical differences. Likenesses in the various programs and philosophies were emphasized rather than the differences.

The great waves raised by our earlier period of stormy controversy seem to have been broken by the triple reefs of (1) time, (2) the war interlude and (3) changing leadership. Temporarily we are sailing on a calm sea with no storm winds to drive us forward at our former great rate of progress.

This does not mean that there is any lack of ideas about values. Wise[2] found that there were very decided opinions regarding the relative importance of various objectives or values in the college men's program. Development of motor skill, habits of participation for the present and future, interest in physical activity, sportsmanship, and providing fun for participants were rated as objectives or primary importance to the college men's program. But even these objectives which received the highest ratings out of the 100 listed, do not represent anywhere near unanimous opinions. Similarly, those objectives rated as unimportant are still embraced as valid purposes by some department chairman. Complete unanimity of opinion concerning the importance of any objectives of the college physical education program would be very undesirable since it would prevent healthy controversy and stifle growth. However, the wide diversity of opinions recorded by Wise might indicate that our program does lack direction. His study shows very definitely that the members of the College Physical Education Association lack any substantial agreement on details regarding what is valuable enough to seek as purposes.

We might compare our present position to that of a military unit which has followed its leaders in a tremendous action through woods and ravines and finally has burst through to the top of a hill. Before they can move forward it will be necessary to regroup, orient themselves, determine where it is possible for them to advance, and how to get there with the forces available and against the probable opposition.

Professionally we need to follow their example. We must examine critically our present situation. Where have our leaders taken us? What have we accomplished by following the values which we have sought in the past? It is quite possible that such a critical examination might cause us to drop some of our present values entirely. Some might be put aside temporarily because they have less present value than others. Some values might be modified in varying degrees as we see them in different perspectives in changing world conditions. Moreover, it is quite possible that some ideas which we previously have not considered as values may develop into major objectives.

As we look forward from this last week in 1955 we can see a number of problems which face the profession. Some will require little effort in their solution, others are of considerable moment and a few might be as critical as any that have threatened us in the past. A few will be listed with no attempt to rank them in order of importance or to suggest specific solutions:

1. Recent pressure to have us compete with foreign systems which strive for entirely different values under totally different conditions.
2. The increasing pressure to repeal the laws which require physical education in the public schools. The Oregon law was repealed last summer, and other states have barely retained their laws.

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[2] Wise, op. cit. p. 177.

3. The addition to the school curriculum of many new courses which have been set up by legislative edict without regard for the fact that some other courses (physical education?) will have to be eliminated.
4. The difficulty in maintaining ourselves as a profession and not as a trade when we shorten the training period for teachers to meet the increasing shortage.
5. The impact of very large classes, overloaded teachers, lack of adequate facilities, and inadequately trained teachers on the present trend in the curriculum which places greater emphasis on dual and individual sports with carry-over values.
6. The adverse effect on the profession as a whole by extremists who follow fads not based on sound values.
7. The difficulty of eliminating the incompetents from our profession in a time of teacher shortage.

The solution of the above problems and other specific ones which trouble our profession is only incidental to the formulation of sound values which must always guide us.

What values shall we seek? First of all they must be based upon our national belief that the individual is more important than the State. What is this 1956 model American like? Unlike the new cars, he has changed very little physically in thousands of years, and probably will change little in the forseeable future. We can continue to seek for our program those values based on his physiological needs. His emotional problems have changed considerably in recent history and probably will never return to the simpler forms of the past. But the basic principle again must prevail - we must seek values that will meet man's emotional needs now and be prepared to seek new values as his problems change. Social needs must also be met. Our program in the past has not always kept up with the changing social pattern. While our social values must be basic, they also must be flexible enough to fit the very different social situations which exist in our vast and widely divergent nation.

What values shall we seek? Our pioneer leaders have already given us the foundations of a sound philosophy based on man's needs. We can do our part by carrying forward from our present place in history. Our immediate task is to evaluate what we have inherited, eliminate those things that are no longer sound values, modify those that can be salvaged by revision, and seek new ideas which might be acceptable values to the profession.

THE OPERATION OF A VALUE SYSTEM IN THE SELECTION OF ACTIVITIES AND METHODS OF INSTRUCTION IN PHYSICAL EDUCATION

John H. Shaw
Syracuse University

In the last analysis, one's value system is formulated on the basis of what he deems to be good -- it represents one's moral standards or judgements. For purposes of this presentation, it is assumed that we are in general agreement that the social policy under which American Schools should operate is one of striving toward accomplishment of the democratic ideal. Granted there will be considerable divergence of opinion as to its exact nature, let us consider what acceptance of a democratic social policy might mean in terms of the general administration of a program of physical education and the methods of presenting or teaching, this program.

Basic to the democratic ideal is the concept of the uniqueness and worth of each individual in that society. To me, this implies the need for a broad and comprehensive program, a program which provides satisfying opportunities and experiences of a physical nature for the entire school population -- not just for the highly skilled performer. A disproportionate share of our facilities, instructional time, and effort are too frequently directed to working with a small minority of the physically elite in the attempt to develop outstanding performers, or winning teams. While there is a place, and an important one, for varsity athletics, it must not be at the expense of an inferior program for the rest of the student body.

It has been said that athletics provide unique opportunities for learning the basic ideals of democracy: performance -- skill alone -- determining who makes the team. Differences of race, religion, or of social or economic backgrounds are largely forgotten by both players and coach. In fact, students are likely to react violently to the introduction of racial prejudice in athletic situations, as witness the recent Georgia incident.

However, there is a very non-democratic feature in athletics which must be kept constantly in mind. Too many sports favor a particular type of individual. A seven footer is automatically a basketball player, even against his wishes in some instances, while a five footer is phenomenal if makes the team. The 200 pound boy is similarly almost automatically a football player while the 125 pound lad may not even be issued a suit if he dares to show his face at a turnout. A crewman needs a 6 foot 3 inch frame and 180 pounds of beef to be ideal, and so on.

The widening of the free throw lane and the proposed raising of the baskets are attempts to equalize, or minimize, the advantage of the seven foot freak, but at best they do not solve the problem. It is interesting to note that a leading exponent of raised baskets has stated publicly that he will let someone else fight for them now that he has acquired a giraffe-like star. Greater participation opportunities by the provision of a broader athletic program, which might include several teams in one sport--freshman, junior varsity, lightweight, might be part of the answer Carrying larger squads and providing more coaching staff would also help. Certainly the inclusion of many individual and dual sports in the interschool program would contribute to the opportunity for more individuals to benifit from such participation.

There are many other aspects of our varsity programs which tend to be un-democratic and which work adversely in terms of accomplishment of our professed goals. The varsity has a special fancy locker-room, a trainer to look after the athletes physical aches and pains, the best playing fields and equipment, the use of common floor space a disproportionate share of the time, excessive newspaper publicity, and even special treatment academically, to mention but a few advantages. Some of these may be desirable in and of themselves, but when reserved for only a small majority of the gifted physically, they certainly can be questioned in terms of a professed belief in accomplishing democratic educational outcomes.

All of the above remarks about extension of program opportunities in varsity sports would apply equally to the intramural program, so that the great mass of the student body, perhaps less favored physically, might also enjoy competition on its own level. It would rule out the scheduling of such activities at inconvenient hours, such as lunch or dinner hours, or before breakfast. The schedule should be just as favorable for intramural activities as for varsity, the leadership of just as high calibre, the playing fields as well prepared, and the equipment as adequate.

Still more fundamental, in my opinion, is the necessity for a complete change in our attitude toward the relative importance of the different phases of the program of physical education. Try as we may, most of us still believe, or at least act as though we believed, that coaching the varsity team (which is after all just teaching) is by far more worthy, or important, than the teaching of the very simple skills to a beginner, who may be very awkward physically or even handicapped by some atypical physical condition. The general public, the sports-writer, and even school authorities tend to perpetuate this feeling by disproportionate attention in terms of interest, newspaper coverage, and financial support. This may be necessary in our present society, but in terms of importance to a particular individual, the initial triumph, the successful accomplishment of a very simple skill is often of earth-shaking importance as compared to many later triumphs in the same field. The day one first really swims, however awkwardly, will forever remain in one's memory, while the first successful two-and-one-half-with-a-twist from the ten foot board, although a minor triumph and a much more difficult skill performance, is not nearly comparable in terms of importance to the self-fulfillment of the individual. Yet try as we may, it is a rare individual who acts as though teaching on the beginning level is as important as coaching or teaching advanced skills. Too often we come to this task less carefully prepared, without dressing for the occasion, and our actions may even imply that the task is beneath us.

If we accept the ideal of the uniqueness and worth of each individual, then we must develop an extremely varied program which not only provides opportunity for everyone according to his need and ability, but also treats him with respect at all times. The drill sergeant type of physical educator who cracks the whip over his class like a tough top sergeant in the army has no place in our program. The physical educator should be a friend and confidant, not a policeman to be feared. There are also subtler and more devastating ways of belittling an individual than frightening him physically, such as through the use of sarcasm and ridicule. Too often these weapons of scorn are used unthinkingly be teachers, and the effect on children may be inestimable. When examined in terms of our democratic goals, such behavior is obviously contraindicated. Searching self-analysis of our actions in terms of our professed goals is the main defense against such lapses.

Democratic principles must be evident in the operation of our program if students are to learn to live in accordance with these principles. Full acceptance of the above principles would place the teacher in the position of a consultant and guide, and would give students a greater share in planning the program as well as in the responsibility for its successes or failures. The relationship becomes more of a partnership than a teacher versus pupil arrangement, as it too often is today. This does not imply that students should do as they please, but rather that a group should have the opportunity to practice the democratic principles it is supposed to be learning, to the degree that it is ready and capable of such action in the field of physical education as well as in all other phases of the curriculum.

On the college level, if we believe in either limited or free choice of activities for students, this would mean not only providing a varied program of activities but providing such variety at times when students are free to participate. Furthermore, there must be a permissive attitude in the conduct of the program which encourages students to participate in its development. Too often the first attempt to take part dies ''a-borning'' because of lack of the friendly atmosphere which helps delelop needed confidence.

In the field of physical education, we have too often assumed that mere participation in a game or sport results in good sportsmanship or honesty, or develops leadership ability and makes of the participant an all-round desirable character. Nothing could be further from the truth. Participation in a game does not usually result in either good, or bad, behavior automatically. It is the example set by the teacher plus the methods used in teaching the game that determine the so-called character outcomes. There may be a few exceptions to this rule. Boxing, for example, might be classified as undesirable in and of itself because it example, might be classified as undesirable in and of itself because it is aimed at doing physical damage--knocking the opponent unconscious--certainly not dedicated to the best interests of the individual. Yet even in such an activity the outcomes in sportsmanlike behavior may vary tremendously under different leadership. Each of us must examine all of our actions, our teaching methods, in terms of outcomes. Do we teach obedience to the spirit of the rule or how to get around it while still living up to the letter of the rule? Do we discipline the star who disregards good sportsmanship or who breaks training, or do we let him play anyway in order to win the game? Do we respect the officials' judgment or set a bad example by our actions when decisions go against our team? Do we give players the opportunity to assume leadership and make decisions, or do we call all the plays and make unthinking robots of them? Are we as concerned about the welfare of opposing players as we are about the welfare of our own team, or do we send someone in to ''get'' the star of the other team? Does good sportsmanship come before victory with us, or is victory more important than honesty or self respect?

Too frequently one hears reference to the ''smart'' way to play the game, and inevitably it refers to what on close observation certainly would be considered questionable, if not outright dishonest, tactics. Let me make a prediction. I would bet my last dollar that within a week of the next rule change made in the interest of player safety, or good sportsmanship, in any intercollegiate sport, you will hear someone in our profession figuring out a way to beat the rule. Yet this is so obviously a violation of the purposes for which we are striving that I am almost embarrassed to make the point.

Perhaps what is needed more than a discussion as to what methods we need to employ to accomplish our objectives, is a moral renaissance to convince ourselves that we really want the kind of educational program in physical education that we say we want! We cannot legislate democracy - we must really live it. Our deeds, not our words, reveal that which we really believe.

For those of us in teacher education the implications of the above are obvious. If we expect our end product, the graduate, to practice democracy in his teaching,. and to be concerned with moral outcomes in his coaching then we must be sure that he lives through a program which epitomizes these values as an undergraduate.

One of the outstanding contributions of Dr. Williams to the profession, in my opinion, is his definition of physical education as ''the sum of man's physical activities, selected as to kind, and conducted as to outcomes''. Its virtue is in its simplicity and universality, as I see it. Given any value system, if this definition is rigorously interpreted in the light of that philosophy; if the physical activities to be taught are so selected that they will contribute most to the ends sought, and then are conducted so as to result in outcomes compatable with the aims of that society, then a physical education program will inevitably result which will be completely functional in terms of perpetuating that society.

The stumbling block in our path today is that we all profess to want the same ends, but our actions in attempting to reach the professed ends are contradictory. If our goals are clear and if we really believe in them, and breathe life into them through our program of activities and methods of teaching, then our program will truly become educational, and our profession will gain the status and respect it should rightfully possess. Our value system will truly be reflected in our program and methods of instruction in physical education.

PROBLEMS IN PHYSICAL EDUCATION

DESIRABLE TRENDS IN ATHLETICS

Ray O. Duncan
University of West Virginia

The trend in college athletics seems to be toward expansion. It is true that many colleges have dropped football, yet the overall trend throughout the nation seems to be an increase in interest among the total population for sports and athletics. I should not call the desire for "big time athletics" a desirable trend because the public and alumni become unreasonable in their demands for a winning team.

There are many problems in intercollegiate athletics which are intensified by the tremendous public interest which focuses attention intensified by the tremendous public interest which focuses attention upon college athletic programs. The president of a Midwestern university recently decried preseason ratings and post-season bowl bids and said he hoped a way could be found to preserve the game of football in its proper college setting. Dishonesty and violations in recruiting and subsidization are the greatest problems facing intercollegiate athletics today.

It seems obvious to me that college athletics, particularly football and basketball, are being projected into a national whirlpool of publicity, ratings, bowl bids and commercialism which borders upon extravagance. There have always been good and bad practices in intercollegiate athletics. Due to tremendous interest and publicity the entire program is in the spotlight and both the good and bad features are illuminated and often exaggerated. There are also bad practices in our physical education programs to match the good which is being done. However, the spotlight is not on these programs to the extent that it is on athletics.

Some of our leaders in physical education have been outspoken throughout the years of the bad practices in intercollegiate athletics.

It is difficult to indicate a trend; however, I am going to present what I believe to be a trend in regard to physical education and intercollegiate athletics. In my opinion it is a highly desirable trend, and if you do not recognize its existence at the moment, perhaps it is more in its infancy than I realize. However, I am sure of its birth.

Obviously, physical education and intercollegiate athletics are quite different in regard to objectives and adminstrative structure, nevertheless, I do believe that there is a kinship which indicates a close family relationship. Public and alumni interest and support of athletics can benefit physical education. The physical education concept of athletics for all students will not become prevalent if it is offered as a substitute for, or an antagonist of, the varsity program. There is room for both and a need for both. The family idea of physical education and athletics suggests that college physical educators should have a deep and real concern for the intercollegiate program. There should be mutual respect, cooperation, and assistance between staff members of intercollegiate athletics and physical education. We physical educators should take the initiative for the development of a desirable family relationship. I realize that it will be difficult and practically impossible in some schools. However, we must strive for such a desirable relationship. In the colleges and universities with major programs in physical education, there are large numbers of major students who are members of varsity teams. It is tremendously important that these young men develop sound professional attitudes, concepts and understanding in regard to education in general and physical education and athletics in particular.

I know that it is difficult to do this in the present situation of athletic scholarships, grants-in-aid and the like. However, it must be done-- These young men are going into our high schools as coaches and teachers of physical education. We can not bring them to our way of thinking by aloofness and criticism. If there is division in the family, the athletes will go with the ''varsity pattern''. The coaching profession needs the sound educational base which physical education can provide. The physical education profession needs the tremendous alumni and public interest in intercollegiate athletics to provide facilities, support, and a standard of excellence in sports. I suggest that we physical educators take the initiative in the following manner:

1. We refrain from public criticism of intercollegiate athletics.
2. That we take a positive approach and speak only of the good in athletics.
3. That we confine our criticisms to constructive discussions within the college family.
4. That we demonstrate our interest at our various colleges by attending practice sessions and varsity games.
5. That we go more than half way to cooperate with the varsity athletic coaches.
6. That we attempt to inculcate our major students with the importance of the family approach in regard to physical education and athletics, and a sound philosophy in the physical education concept of athletics for all, yet with an understanding of the varsity ideal of excellence and a realistic approach to the achievement of both.

I believe what I have spoken represents a highly desirable trend. The development of this trend to its ultimate fruition could firmly establish physical education and athletics on a sound basis as essential parts of college education. Failure of this trend to continue could result in a decline of physical education as a college requirement, and reduce intercollegiate athletics to a permanent status of dubious educational value.

LEARNING AND CONDITIONING

Alfred W. Hubbard

Learning is an increase in effective, adaptive behaviour. Experimental evidence of learning is an inference based on changes in performance scores. An increase in performance is considered learning, a decrease forgetting or fatigue. The experimental sutdy of learning has followed four main channels initiated by Ebbinghaus (verbal material), Bryan and Harter (motor learning) and Thorndike (trial and error), Pavlov (conditioning, CR), and Wertheimer, Kohler and Koffka (Gestalt or insight). Differences in the material studied led to differing concepts. Although research along each channel has led to a better understanding of the factors and principles in human learning, the integration of the diverse facts and principles into a rigorous, systematic theory of human learning has not been accomplished.

In physical education, we would appear to be primarily interested in motor learning. However, psychologists would consider the learning of athletic skills gross motor learning, in which they have exhibited little experimental interest. Considerable work has been done with laboratory animals on problems involving motor activity of the whole organism, but motor learning studies on humans have confined themselves to problems that could be studied with maze, mirror drawing, pursuit rotor, and tracking equipment. Almost without exception, psychological research in human, motor learning has been confined to problems requiring manual dexterity. Psychology in trying to get at the ''mental'' processes of learning has tried to reduce the ''physical'' component of the response to a minimum by confining the response to anatomical segments with relatively little mass, momentum and inertia. In other words, psychology has worked at one end of the continuum. We in physical education work at the other end.

Our aim is to refine gross motor skills, or to produce in those we teach more effective and adaptive sports skills. Each sports skill involves fundamentally some major physical problem, and improvement (learning) reflects in part the learner's ability to solve this problem. Principles of learning developed in psychology based on verbal material and manual dexterity, where the physical problem is minimized, may or may not apply at our end of the continuum. The best way to determine whether these principles apply is to test them in terms of the material of our field, sports skills. In terms of either the great body of research in learning or the body of research in physical education, research in learning of physical education skills has been slight, though persistent. We need increased emphasis on research in this area.

Conditioning may mean either developing fitness in individuals and athletic teams, or conditioned response learning (CR). CR learning interested psychologists because it seemed to provide a physiological basis for learning by association. However, research in classical conditioning has dealt primarily with glandular secretions (salivation) and movements controlled by the autonomic nervous system (pupillary reflex). Some principles of CR learning have application in physical education. But we have been more interested in the quality and quantity of the motor responses and relatively little in the basic processes and mechanisms underlying human learning. Consequently, practically no study of CR learning has been made in physical education, or in the learning of gross motor skills.

The primary problem in directly competitive sports is perceptual. We must determine what to do and when to do it; and skill in these sports depends as much on solving these problems as on motor skill. Gestalt psychology showed that solution of some problems depended primarily on proper orientation (perception) of the stimulus situation. With proper "structure" the solution became obvious and practically automatic (insight). The perceptual problems of sports and the cues and clues on which quick, effective solution of these problems depends have received practically no study. Physical education research could be channelled in this area with considerable chance of productive and practical results.

MANAGEMENT AND SUPERVISION

K. C. Runquist
Temple University

The aim of education may be described as the continuous orientation of the individual to the problems of living so that both the individual and the society of which he is a part may benefit accordingly. Physical education at all levels seeks to contribute to this process through the use of motor centered activities. Thus, physical education should aim to make the maximum possible contribution to the optimum development of the individual's potentialities in all phases of life, including his finest possible capacity for adjustment to a democratic society.

This aim, insofar as physical education is concerned, can be realized only to the extent that the individual secures the insights, accepts the purposes, and is provided the opportunities of living the various experiences designed to promote the aim. It is therefore well to recognize that a student will have little opportunity of achieving the goal referred to unless those who instruct him are thoroughly convinced of the worthwhileness of the goal and consistently display this conviction. It is at this point where methods of management and supervision exert a vital influence. Reference is accordingly made to the significance of a democratic type of departmental administration in developing and maintaining the attitudes and competencies of all staff members. A staff which is alert and interested in its obligations and opportunities can be expected to exemplify the concret worth of the principles and objectives of physical education. A staff which operates effectively as a cooperative unit is most likely to stimulate students in developing the insights, appreciations and attitudes which will in turn promote their capacity for adjustment to a democratic society. The development of such a staff proceeds in a permissive atmosphere which fosters democratic participation.

Circumstances permit the inspection of only three relevant areas. The first concerns the orientation of new staff members. Among the numerous ways in which this may be undertaken are: conferences, staff meetings, tours of facilities, handbooks and other printed materials. All of these are familiar. It is the manner in which these are used, the importance which is placed upon them, and the general tone of each which makes them more than merely routine. For example, the atmosphere of a staff meeting which reflects ease and lack of tension enabling staff members to participate freely, gives a feeling of assurance to the newcomer that his future contributions will be welcomed.

The second area is that of in-service training and growth. The interest of new and old staff members alike is stimulated by a variety of teaching experiences. While teaching assignments should generally be made on the basis of training and background, a policy which permits the rotation of assignments wherever practical and possible, provides opportunity for the internal strengthening of the department.

Tangible assistance and sincere encouragement to staff members who seek additional education gives added impetus to efficient and effective teaching. The same applies to provisions for attendance at, and subsequent participation in, professional meetings and conferences.

Provision should also be made for younger staff members to profit from the skill and experience of their older colleagues by a process of reciprocal class visitation. Similarly, and where opportunity permits, experiences outside the home institution may prove stimulating and valuable.

Writing for publication and research of a type which mutually benefits the individual and the institution he serves can be of great importance particularly if their values are recognized and appropriate time allotments are granted.

The third area under consideration concerns the supervision of student teaching. Recent trends seem to indicate that student teaching should assume every aspect of an internship. It should be an extended period of actual teaching which proceeds in an uninterrupted manner for at least a full semester. It should be regularly punctuated with conferences in which the student teacher participates with his colleagues and supervising teachers.

The student teacher should have the opportunity to gain experience on each of the three school levels: elementary, junior high and senior high. While on assignment he should be expected to record his experiences in notebook or scrapbook form.

To foster the development of a teacher capable of functioning effectively in a democratic atmosphere, all policies relating to student teaching should be developed by and meet with the approval of the staff. The future student must realize the significance of this procedure and should be encouraged in every possible way to become an active participant in the process.

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SOME TRENDS IN MEASUREMENT AND EVALIATION

L. A. Larson
New York University

Some evidence is available to give fact to the following statements of trend. It would seem desirable, also, to give emphasis and support to these statements as they would appear to be in the right direction.

1. The measurement and evaluation provedures are being more realistically related to the needs of people. It appears that measurement and evaluation is becoming more a means to an end rather than ends. Emphasis on needs for improved health continues to be the prime emphasis in measurement and evaluation but greater breadth is also found involving the leadership and adjustment aspects of people. A number of instruments are being developed in the latter categories.

2. Historically measurement and evaluation has been related principally to the product or individual outcomes of the educational program. More emphasis or additional research activity is now being placed on the construction of instruments that deal with the process of education. Such procedure is encouraging as it is impossible to judge or redirect individual outcomes without gaining information about the process.

3. The measurement and evaluation program, particularly in instrumentation, is gaining broader and larger perspective. The emphasis on preparing instruments for the teacher or leader in a practical, realistic manner is gaining support. In the past a good deal of the work has been placed on instruments principally for research activity. This should be continued but it is indeed important to construct instruments that will find application, in a practical way, in the educational program.

4. Little research activity is found in the construction of instruments for the measurement of human capacity. However, this work should be encouraged. Realizing the limitations of the individual and of the educational process, one is better able to plan and conduct educational programs.

5. There seems to be another period of stress on physical fitness measurement. As important as this is and of course should be continued but it is likely to become unbalanced and represents only one aspect of measurement. Such unbalance will lead to improper emphasis in the programs of physical education and health education. Efforts should be made to balance the program and to involve the measurement of all program outcomes in the areas of development, leadership and adjustment.

DEVELOPMENTS IN LEGAL LIABILITY FOR ACCIDENTS AND ACCIDENT INSURANCE

Howard C. Leibee
University of Michigan

1. Power of Municipal Corporation to Insure Against Tort Liability

A number of states feeling a moral obligation to persons injured by torts committed by governmental subdivisions in exercising governmental functions have enacted statutes enabling such persons to recover for injuries. This has been done through (a) making the subdivision liable in tort (b) authorizing the subdivision to procure liability or indemnity insurance and (c) (A bond for faithful performance is a bond put up by an employee to guarantee that he will faithfully perform his duties.)

Some of these statutes merely authorize the carrying of insurance; others that action shall be brought directly against the insurer; and others that the subdivision may be sued directly.

It should be noted that even where there is a statuatory authorization to carry liability insurance by a subdivision there is no express authorization to carry insurance covering losses for which it is not LEGALLY liable.

II. Effect Upon Municipal Corporation of Carriage of Insurance Against Tort Liability

In connection with the problem of whether a municipal corporation waives its immunity to tort liability by the carriage of liability insurance, three possibilities present themselves:

1. The corporation does not waive its immunity
2. Immunity to tort is waived to the extent of insurance coverage
3. Immunity to tort liability is completely waived

The majority of courts have considered these problems and have held that a subdivision does not waive its immunity to tort liability by the purchase of liability insurance.

STATES CASES

States that have passed enabling acts permitting school districts to purchase liability insurance:

	Immunity Waived?
Illinois	Yes
Indiana	No
Kentucky	No
Minnesota	No
North Carolina	No
Pennsylvania	No
Tennessee	Yes
West Virginia	No

CASE CITATIONS AND BRIEFS

Hummer v. School City of Hartford City
June 8, 1953 Appellat Ct. of Indiana, in Banc.
112 N. E. (2d) 891

Hummer, plaintiff, sued defendant school city for personal injuries allegedly sustained as a result of defendant (school's) negligent conduct of a school basketball game.

The action by Hummer failed, the court denying recovery on the grounds that a public school (school city), in absence of a statute to the contrary, was immune from suit for tort liability.

This case was the first (and only case to date in Indiana) to test the effects of Indiana statutes 39-1818 . . . . 39-1820 sanctioning the purchase of liability insurance by municipal corporations for the protection of its officers, appointees, agents and employees.

It was plaintiff's contention that, as the school was now covered by a comprehensive liability insurance policy, it had waived its immunity to suits for tortious damage.

The court was firm in its holding that unless the state legislature, by way of special grant or special legislation, established circumstances under which a municipal corporation could waive its immunity, there was no such waiver.

Liability of Municipal Corporations

Rittmiller v. School Dist. No. 84
Feb. 16, 1952 (Wabassor, Minn.) et. al.
104 F. Supp. 187

Minnesota has a series of statutes similar to those in Indiana concerning the right of a school district to purchase liability insurance protecting or covering the officers, agents, employees, etc.

In the case at bar the plaintiff, a motorist, was in a collision with a school bus, belonging to the defendant school district, while the bus was transporting students from school to homes.

The court held that transportation of students is a governmental function in Minnesota.

The court then held that due to defendant's purchase of insurance policy no change in its immunity had occurred.

The court held that the common law rule applied (municipal corporation cannot waive its immunity unless the legislature gives it power to do so) and as there was no such power given to the school by the legislature the defendant was immune to suit for tort.

However, the co-defendant, the driver of the school bus, was not immune to suit for his negligent operation of the school bus. Here the plantiff could sue and if his action warranted judgment in his favor the insurance company would award compensation accordingly.

Kesman et. al. v. School Dist. of Fallowfield TP.
Nov. 23, 1942 Supreme Court of Penna.
345 Pa. 457; 29A. 2d 17

This case very similar to above two cases. The plaintiff, a minor, was injured while being transported on school bus to school.

The school district was covered by a liability policy. Court held that this did not waive the school's governmentl immunity to suit.

Wallace v. Laurel County Board of Education et. al.
June 13, 1941 Court of Appeals of Kentucky
287 Ky. 454; 153 S. W. 2d 915

In this case a parent sued the defendant school board for the wrongful death of its eleven year old son for $25,000. Kentucky has a series of statutes authorizing school boards to purchase liability insurance to protect its agents, et.

The death of plaintiff was caused by bus driver's negligence in not watching out for plaintiff's safety as the latter emerged from the bus. An on-coming car struck and killed the boy.

The court went into a distinction of what is and what is not a "governmental function." It held that transporting students to and from school (a duty established by law was a governmental function. As such, the school, while carrying on said function, is immune to civil action.

If no statute avails giving the governmental agency power to waive its immunity the agency cannot be held liable in a suit for damages.

The bus driver may be held and the insurance is found to cover him.

A. B. Benton, Administrator of W. Brafford, v. Bd. of Ed. of Cumberland County, Great National Insurance Co., J. L. Reaves, J. F. Reaves and W. T. Reaves
Nov. 18, 1931 supreme Court of North Carolina
201 N. C. 653

Plaintiff's intestate was fatally injured while on defendant school board's bus. The bus was on its way to the school. It was over-crowded and plaintiff was forced against the door. The door, having a defective latch, sprung open and plaintiff fell to his death. The school board was insured. The driver had put up a surety bond to be forfeit to the school board if he did not fulfill his contract (as driver).

The court held that the sovereign could not be sued and that the school board, as an agency of the government (sovereign), shared in its immunity. Because school board was insured by co-defendant it had not waived this immunity.

Bradfield v. Bd. of Ed. of Pleasants County et. al.
Nov. 22, 1945 Supreme Court of Appeals of West Va.
36 S. E. 2d. 512

Same rule as seen in cases supra -- child killed after leaving school bus. Death was proximate cause of defendant agent's negligence.

Held -- no recovery against school board because it was immune to suit via common law distinctions of sovereign, governmental function.

> This general result was obtained even where the insurance policy contained a provision whereby the insurer agreed not to avail itself of the immunity insured.
>
> In those states where no statute authorized a subdivision to purchase liability insurance the attitude of the court has been that the purchase of such insurance was an ultra vires act and that a governmental subdivision could not impose liability upon itself by its own act.
>
> However, no court has held that by reason of its carriage of liability insurance a governmental subdivision completely waives its immunity to tort liability, i. e., is liable for the full amount of judgment obtained.
>
> A number of decisions have held that a governmental subdivision by carrying liability insurance waives its immunity to suit but does not waive its immunity to tort liability.

III. Effect Upon Insurer of Municipal Corporation

Several questions arise:

1. May the injured party sue the insurer directly?
2. May the insurer avail itself of the insured's defense of immunity?

In most cases, the injured person has not been permitted to sue the insurer directly.

It is quite common to find provisions in liability insurance policies stating that the insurer will not avail itself of the insured's defense of immunity.

IV. National Organization on Legal Problems of Education (NOLPE)

The purpose of this organization is "to improve school administration by promoting interest in and understanding of school law throughout the United States; by holding meetings for the presentation and discussion of school law problems, by stimulating the teaching of school law, and by issuing publications on school law subjects".

Membership fee is $5.00 per year. Application for membership should be made to Dr. Lee O. Graber, Department of Education, The University of Pennsylvania, Philadelphia 4.

The organization has at the present time approximately 400 members.

V. Accident Insurance

The following is a typical plan of accident insurance available to colleges and universities covering accidents to students while engaging in (a) required service programs (b) intramural sports and (c) physical education major activity courses:

PAYS -

Accidental death and dismemberment and medical expense benefits for injuries accidently sustained while participating in the Physical Education and Intramural activities conducted, sponsored and supervised only by these departments of the University of ______________________.

COVERS -

Touch football, basketball, softball, volley-ball, tumbling, bowling, badminton, handball, tennis, golf, archery, swimming, field hockey and fencing.

And in addition to the above, covers those Students only who are enrolled in the physical education courses leading to a minor or major in physical education, as follows:

Gymnastics, baseball, track and field, skiing, ice skating, diving, canoeing, campcraft, boxing, wrestling, water polo and dancing.

ELIGIBILITY - PHYSICAL EDUCATION:

1. Men and women enrolled in the required physical education program offered by the University of__________________.
2. Men and women enrolled in the physical education courses leading to a degree in physical education.

INTRAMURALS

1. Men - Fraternity League, Men's Hall League, Independent League, Women - Dormitories, Sorities, living houses, independent groups.

DOES NOT COVER -

Breakage to or replacement of eyeglasses
Injury to other than sound natural unfilled teeth
Any unnamed sports activity
Sickness or disease in any form
Any activity listed that is not conducted, sponsored or supervised by the Physical Education and Intramural Departments of the University of_________________

BENEFITS -

Accidental Death			$1000.00
Dismemberment Loss From.	$250.00	up to	$1000.00
Accident Medical Expense		up to	500.00
Dental Expense - Accidents		up to	50.00

PREMIUM -

The premium for both men and women is $2.00 per student for the period covering the first and second semesters of the school year.

ENROLLMENT -

Enrollment for this insurance is voluntary and is only available to those students of the university who participate in the above named activities and are eligible members of the organizations listed under Intramurals.

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PROGRAM: PHYSICAL EDUCATION AND HYGIENE

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DESIRABLE TRENDS THAT THE COLLEGE PHYSICAL EDUCATION ASSOCIATION SHOULD SUPPORT

> "The Youth Who Will Attend Colleges Through 1970 Are Already Born! We Can Count Them Now."1/
>
> "A careful examination of the recorded number of births in the United States for the last six to eight years indicates that we have reached a new high plateau in the number of births each year in the United States. The first wave of this unprecedented increase has now reached the elementary school. It is no longer appropriate to debate the extent of the need. The children have been born, and we can foresee the time when they will enter our secondary schools and colleges. The only question for debate is whether or not these oncoming youth will be given educational opportunities equal to the opportunities being given to those who are now of college age. The ultimate provision for these young people will take years of planning and building."1/

The above statements do not merely indicate a trend but poses a time for decision in higher education. The effects of this increased enrollment will necessitate our making adjustments paralleling other departments in our colleges and universities. We must begin by-studying our present patterns of physical education both from the organizational and administrative angles. What could happen to our programs of health and physical education if the present four year pattern were changed? Due to the pressure of enrollments are we willing to stand by and permit the possible limitation of educational opportunity to go unchallanged? Will we be able to provide suitable activity for every student? What changes will take place in our direction or philosophy? Will our present standards for attainment in physique, skills, strength, endurance and behavior be reasonable goals for our future college students? Are we satisfied with the present standards for the construction of health, physical education and recreation facilities? Will we be committed to another era of teaching in "expendable buildings"? Is our present program of recruitment and training for teachers adequate to meet the demands for the next two decades? Are our departments to continue to be the "wards" of inter-collegiate athletics, or to secure funds for their operation from concessions, etc.; or are our departments to receive their financial support from the same source as other instructional areas?

As teachers and administrators we must begin to take stock and be prepared to resolve these problems if our programs are to endure. The ''die is cast'', increased enrollments during the next fifteen to twenty years will condition our programs. A great influx of students lacking proper facilities and shortage of staff tends toward standardization and formalization which often results in complacency and mediocrity. We must be ever on the alert to gear our programs so that they will make their proper contribution to the general and liberal education of our students; this in keeping with the circumstances and demands of this society.

In the light of the above factors, it might be well to reiterate and to re-emphasize a few of the trends which may help health and physical educators to point the way and give some direction.

1. Our orientation and guidance programs must become more real and more vital so as to aid students in selecting activities which will give them social competency, relaxation, skills, and organic wisdom necessary for the good life. College students must have a part in planning their own programs.
2. Departments of physical education must provide more in-service education to increase staff competency in a variety of activities and stimulate professional growth.
3. Departments of physical education must take more responsibility in promoting programs of research. Scientific advances must be utilized to improve teaching techniques; architectural design in facilities and equipment must be improved to further our peculiar and comprehensive needs.
4. Recruitment practices must be improved and teacher education programs modified so as to produce a more liberally educated teacher.
5. Health education must become a cultural rather than a technical subject. We must use the ''problems approach'' more and more, and be ever cognizant that ''It is the joint responsibility of the students and the college to see that students do not leave college ''biologically illiterate'' and basically ignorant of the scientific facts about healthful ways of living.''2/
6. Teachers in the areas of health and physical education must continually re-examine the goals of higher education. They must be ever conscious that ever increasing enrollments may lead to ''mass'' education with its attendant consequences; the dissipation and gradual disappearance of democratic practices and principles.

Teachers and administrators in the areas of health and physical education have been warned of the impending crisis in higher education, resulting from predicted enormous increase in college and university enrollment. Lets prepare and build further by ''upgrading'' our programs by making strenuous and adequate plans for the future. Our gains through the last three decades have been bountiful. We must avert a "holiday" or "recession" by being visionary and prophetic. It is a generally accepted fact that participation of youth in our peculiar activities will change the behavior of individuals and gradually contribute toward the development of the whole man.

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PUBLIC RELATIONS

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There are many evidences of the fuller realization of the need for public information. The developments in industry to establish better liaison between management and labor and the vast sums spent in advertising, in newspapers, on radio, television and many other devices are indicative of the realization that success depends upon an informed personnel and public. Public approval is vital.

The administrators of our schools and colleges have become increasingly cognizant of the value of good public relations growing out of good human relations in the school. Since the primary and the the most important public relations job is good teaching, administrators must be concerned about the status of their teachers and the relations which exist between the administrator and the teacher.

School organization is improved by keeping channels of communication open both from and to administrators, teachers, pupils and parents. One means of doing this is to keep teachers informed and included in determining policy. A technique now used to good advantage is the publication of a bulletin aimed at informing the faculty relative to the activities and plans of the administration.

Recognition of the problem by the administration -- newly appointed at the time -- at the University of Pennsylvania led to the publication of the monthly Almanac directed to the end of a better morale through keeping the faculty informed of administrative plans and policies and of the activities of the faculty in general. The publication has been received with general satisfaction and the results are most promising.

The American Association of Colleges for Teachers Education instituted publications of 'Public Relations Ideas" directed toward "an exchange of ideas for improvement of public relations in AACTE institutions". Brief articles relative to the public relations efforts of many colleges have been published and results are considered excellent in terms of exchange.

These and many instances in various fields of endeavor indicate the realization of the importance of good public relations based on an informed public. Physical education is badly in need of such a program. The College Physical Education Association might consider the development of similar techniques to inform the public as to the place of physical education in the program of education in the institution of higher learning.

The primary and most important public relations job is good teaching. College and university instruction in physical education generally needs to be improved. The National Conference on Physical Education for College Men and Women indicated direction to this movement. From good teaching in our gymnasiums, pools and play fields we must devise better means for informing the public as to the educational implications of the college physical education program before negative forces make further attacks upon our programs. The College Physical Education Association has an obligation to lead the way to better programs and better understanding through purposeful public relations.

Certainly our annual convention program could make provision for discussion of many factors relating to proper public relations. Some of the following are suggested: internal communication between administration, faculty, students, parents and public: articles for newspapers and educational and general periodicals; conferences; workshops; problem clinics; participation in community efforts; education clubs in high schools; career conferences and campus days, etc.

In addition the CPEA might well formulate plans for the compilation of background and resource materials that might be used effectively in newspapers, magazines and other public information outlets. Following are some of the subjects which might be considered:

1. Facts and figures relative to the nature and scope of physical education in our colleges and universities.
2. Comparative tests of achievement in physical education past and present with emphasis upon the contribution to the wise use of leisure time of the present day.
3. Compilation of generalized facts relating to the preparation and competency of our teachers, average years of service number of advanced degree holders, etc.
4. Merits of student teacher programs in the field with a view to demonstrating that student practice teaching in physical education is equivalent to that of the academic fields and has the same relation to good teaching as do internships for other professions -- medicine, dentistry, etc.

In addition the Association might consider collection and dissemination of critical and constructive comments appearing in publications of general circulation through a periodically-issued digest to CPEA members.

DESIRABLE TRENDS IN THE AREA OF INTERPRETATIONS AND OBJECTIVES THAT THE COLLEGE PHYSICAL EDUCATION ASSOCIATION SHOULD SUPPORT

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Many facets of the problem of interpretation and objectives overlap with public relations, professional education, leadership and other areas which are being considered in the reports of the members of the committee. I feel certain that some of the desirable trends which I have indicated in the following portion of this report have already been mentioned. However, it appears to me that they also deserve a place in any discussion of desirable trends in the area of interpretation and objectives.

Trend I

That representatives of all constituent groups of the community should participate in developing programs of health education, physical education and recreation.

Trend II

That leadership in calling for constitutent action, in the organization of curriculum committees and in developing institutional plans and materials is the responsibility of the teaching profession.

Trend III

That while too few members of the profession are concerned with the development of an enlightened citizenery, the purpose and and values of physical education in times of peace are receiving more attention than ever before in our history.

Trend IV

That while the increasing tendency to divorce health education, physical education and recreation without explaining their relationship or defending the action has resulted in confusion and misunderstanding on the part of the lay public, some members of these professions are still willing to think of an integrating program.

Trend V

That the profession is gradually accumulating a body of evidence indicating the nature and emphasis of the objectives of physical education and their relationship to the needs of the individual and society.

Trend VI

That there is greater recognition of the importance of knowing the characteristics, abilities and capacities of individuals and groups in order to provide information for program planning in physical education.

Trend VII

That there is a greater awareness of the part that physical education can and must play in the promotion of physical efficiency in a highly industrialized and predominantly urban society.

Trend VIII

That there is a greater awareness of the part that physical education can play in providing guidance for the constructive use of our increasing amount of leisure time.

Trend IX

That there is a better understanding and increased emphasis on the development of emotional and social maturity through sound programs of physical education.

Trend X

That there is an ever increasing tendency to recognize the ''integrated'' personality as the ultimate goal of our physical education programs and that such recognition calls for selected activities which will allow for the development of each individual to the fullest extent of his capabilities.

RECRUITMENT - A PROBLEM OF PROFESSIONAL CONCERN

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It is reliably predicted that enrollments in colleges and universities between the years of 1970 and 1975 will be considerably in excess of 5,000,000 students. Some estimates place the number at more than 7,000,000 enrollees. If these estimates are accurate, some 200,000 new teachers will be required to take care of the expansion. For every ten faculty members now in service, between sixteen and twenty-five new teachers must become available between now and the year 1970, if a desirable student-teacher ratio is to be maintained and a high quality of instruction provided. This means that the profession of education must find ways to recruit an ever-increasing supply of new teachers for the college field, as well as for the lower educational levels. Moreover, this recruitment must be accelerated now, since the wave of expansion, presently encompassing the lower schools, will gradually swell to a peak at the college level within the next decade. Physical Education teachers, as well as those in other instructional areas, will be greatly in demand. This situation has already arrived in the college field in so far as women teachers and administrators of physical education are concerned.

This pending expansion in enrollment, while posing unparalleled problems for higher education, should be good news for young people now enrolled in programs of pre-service specialized education. This is particularly true if they are looking forward to careers in the field of college teaching and/or administration. For this group of young people, their levels of aspiration should include the attainment of the doctor's degree, which erroneously perhaps, is increasingly being considered as the hallmark. of quality of the college teacher. This degree is being demanded of teachers of physical education as well as of faculty members in other areas of instruction. Assuming competence and a willingness to shoulder the responsibilities peculiar to college teaching, young men and women now in preparation should experience little defficulty in achieving personally satisfying and professionally rewarding careers in the years ahead.

The most crucial problem facing higher education is how to attract superior young men and women into the field of college teaching. This problem is one of serious import for the field of physical education, including athletics. The fact must be faced that it is extremely difficult to persuade young people, their parents, guidance counselors, other teachers and administrators, and the lay publics that physical education offers career opportunites for intellectually superior students. While it is true that the college physical educator must be a competent performer in motor activities, it is equally true that he must be a demonstrated scholar in his field. Productive scholarship is essential to the development of all the academic disciplines and activity areas of the college. This applies to the field of physical education the same as it does to philosophy, physics, engineering, or biology. Opportunities to engage in research, writing, superior teaching and administration, and other scholarly activities, abound in physical education. These activities require the continuous attention of the best minds that can be recruited into the field.

One of the characteristics of a true profession is that it assumes a large measure of responsibility for improving and perpetuating itself. One way by which this responsibility may be discharged is by aiding capable young people to seek careers in the professional field. Thus, each member of the physical education profession has a responsibility for recruiting career candidates for service in the field. Each professional person should be actively engaged in disseminating to capable and interested young people factual information about career opportunities in the field of physical education and the related areas of health education and recreation leadership. In addition, each practitioner should help guidance counselors, other teachers and administrators, parents, and others who are likely to influence the vocational choices of students to understand the true nature of physical education. In this connection, one of the most eloquent avenues of understanding derives from an educationally conceived, efficiently operated, and interesting program of physical education that is in fact, as well as in theory, an integral part of the general education of all students.

In addition to the concern of individual practitioners, the professional societies must also assume a major share of responsibility for the recruitment of superior career candidates for the field. Unless a sufficient number of professionally prepared teachers are available to fill the positions necessary to take care of expanding enrollments, physical education will most likely suffer a serious set back at the college level. Indeed, in colleges and universities where physical education has failed to gain acceptance on the basis of demonstrated educational worth, expanding enrollments, together with the lack of professionally prepared personnel, may result in the abandonment of the physical education requirement for all students. This happened during the period of expanded enrollments following the Second World War, and will likely occur again uless the profession acts now to prevent it. To forestall this eventuality and to guarantee an improvement in the future quality and scope of physical education, the College Physical Education Association should give serious and immediate consideration to plans looking toward the recruitment of qualified candidates for professional careers in the field. The time is now -- it may be later than we think.

TRENDS IN LEADERSHIP OF COLLEGE PHYSICAL EDUCATION

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The word "trend", which is used currently, is derived from the Anglo-Saxon term "trendan" which meant to "roll or turn about". Today the word "trend" is used generally to mean that something is taking a specified or impled direction which manifests an underlying or prevailing tendency or inclination. Change is inherent, therefore, in any discussion where trends are being considered. Leadership is defined as a process of influencing people, mediated through communication in a situational setting, to direct their efforts toward the attainment of understandable, specified and common worthwhile goals.

The research on leadership up to 1940 was characterized by little or no true experimentation and was based upon, primarily, personal expressions and opinions. Since 1940, with a more thorough understanding of group dynamics, there has been a tremendous expansion of scientific testing to measure leadership compentencies. A broader concept of leadership has developed beyond the narrower concept of trait definitions and descriptions. Still, however, the weight of research appears to be on the side of definition of traits of leaders, rather than upon the study of the reciprocal influence of leader and group or upon the behavior of leaders. It is now understood that leadership is a group value; is a product of the social situation and that leaderhip selection is a form of prediction and is too complex and composite a quality to lend itself to fine numerical grading.

The literature reveals that the education profession is groping for a more scientific approach to the study of leadership. Little is known about the processes which occur in the selection of our leaders and about the measurable qualities of personality and the mechanism of social engineering which places certain people into positions of leadership. If some agreement could be reached on the ideal qualifications of leaders we would still have to develop scientific methods for selection of personnel to meet these standards. The view that there is a "leadership type of personality" neglects the fact that qualifications for leadership vary greatly for different positions. Hence, we are at a loss to predict accurately whether or not leadership will exercise its function in college physical education. The College Physical Education Association is challenged to study this problem so that improved leadership can be developed and utilized in the conduct of physical education programs. Some trends of leadership of college physical education follow:

1. Trend toward leadership which takes its direction from the ideals of our culture and from the needs of our times.
2. Trend toward leadership which is based upon the concept that every person can make a unique and important contribution.
3. Trend toward defining leadership in terms of behavior or the reciprocal influence of leader and group rather than upon the specific traits of leaders.
4. Trend toward an emphasis on creative leadership as well as an emphasis upon situational leadership.
5. Trend toward broadening the responsibility for public relations to all staff members in College Departments of Physical Education.
6. Trend toward leadership which recognizes improvement in social behavior and community relations as a major indication of growth and development.
7. Trend toward leadership which maintains democratic student-faculty-administrative relationships.
8. Trend toward leadership which grows out of the action of a group working on a problem and which does not belong to any one individual as a privilege.
9. Trend toward leadership which shifts from one participant to another, as the members mutually share the responsibility for successful achievement of the goal.
10. Trend toward leadership which develops a more effective working structure for channeling the cooperative expression of wants and needs.
11. Trend toward leadership which maintains a clear definition of the task to be done along with others who are charged with the responsibility of implementing the group plan.
12. Trend toward leadership which seeks coordination of the activities of individuals and groups with the alignment and integration of associated eforts.
13. Trend toward leadership which demonstrates the conviction that democracy leads to efficiency.
14. Trend toward recognizing that leadership capacity depends less upon inherent features of personality than upon skills and attitudes of those in leadership roles and the kind of group atmosphere in which they function.
15. Trend toward recognizing that extended professional education is an essential element in the qualifications for leadership.
16. Trend toward leadership which places reliance upon cooperative group action and where decisions are reached through the cooperative use of intelligence.
17. Trend toward leadership which assists each individual to understand himself and to achieve the fullest personal development.

18. Trend toward leadership which evaluates continuously its own processes and outcomes.
19. Trend toward defining leadership as a dynamic social intelligence or an intelligence at work for the good of humanity.

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HISTORY AND TRENDS

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In the 1948 Proceedings of the College Physical Education Association, the report of the Committee on Problems of College Physical Education included a list of major problems in several areas of college physical education for men which the committee felt were of sufficient importance to be carefully studied by its members. The report included some suggestions for researches in the area of history and biography which would be helpful in reviewing what had gone on before and which might be useful in making predictions of things to come. Some of the members felt that a review of the ways in which our predecessors had studied and solved their problems might be helpful to those working at the present time in similar situations.

This report was reproduced and widely distributed among the Association membership as well as graduate schools and was quite favorably received by the profession generally. Since 1948 several graduate studies have been conducted and some faculty research has been done on these problems. One direct result of this effort was the preparation of A Brief History of the College Physical Education Association by Henry Dunbar, a graduate student at Teachers College, Columbia University.

Beginning in 1949 the sub-committee on History and Trends of our Committee on Problems in College Physical Education has presented at each of the annual meetings of the annual meetings of the Association, a list of studies in the area of biography and history as applied to college physical education for men in the United States. These included titles of biographies of 28 leaders in college physical education, 81 historical studies of various phases of physical education as it has operated in the college and 82 studies reporting trends or movements in personnel, facilities and programs over varying lengths of time. All told these lists of titles make quite an impressive array of historical research, although it is, of necessity, not complete. It gives evidence of the growing interest of faculty and students and others in this heretofore relatively neglected area of study. It gives evidence of the growing awareness on the part of some of our associates of the value of historical research in the solution of some of our problems.

It is quite difficult to list here the desirable trends which the College Physical Education Association should support which have been reported by this Committee since 1948. It might be said that in every state, splendid leadership in colleges is being given by members of this association and others which merit documentation in biographical studies. One suggestion is appropriate that on each college campus some serious thought be given to such biography before the data are no longer available to the scholar. Since there will be a greatly expanded program of physical education in all of its phases when the swollen enrollments really hit the campus it is suggested that attention be given to the preserving of the records for the future as well as to the encouragement of the younger members of the staff to prepare historical studies of appropriate phases of the program. We should avoid the occurrence 20 years hence of being unable to find desired records of our activities of the present. College physical education for men has had a long and honorable past and we should make serious efforts to record it on every college campus in America for the use of posterity.

TRENDS IN FACILITIES AND EQUIPMENT

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FACILITIES

There is a definite trend in the multiple use of facilities throughout the country. School administrators are facing up to the fact that the schools have an obligation to provide recreation facilities for adult use as well as for youth and they are planning their new buildings and outdoor areas accordingly. The increasing cost of facilities is also forcing the sharing of expense between educational and recreational agencies. In many communities school and recreational administrators are planning new facilities jointly with the purpose of reducing cost and making indoor and outdoor physical education areas available to school children and adults.

The use of hard-surface areas for outdoor play facilities is definitely on the increase despite the unfavorable experience in Los Angeles. There is a tremendous expansion of artifical ice skating rinks particularly in the East and Mid-West. The increase in lighted areas, particularly for baseball, softball, and tennis has been accentuated in the past several years. Tennis facilities are expanding greatly with heavy preference for hard-surface courts as compared to clay courts.

There is considerable improvement in the construction of all types of facilitis in strength durability safety features, and artistic appeal. In both the school and recreational fields there is better functional planning of proposed facilities than there used to be in the past. Authorities are bringing in experts or are using their own experts in the field of physical education and sports to plan with the architect so that the facilities will be built in accordance with programs contemplated.

Nowhere has a trend been manifested more than in swimming pools. It was estimated by on January 1, 1954 there was a total of 28,000 swimming pools of all types in the United States. During 1955 alone approximately 20,000 new pools will be constructed. This is a fabulous increase which shows no sign of diminishing in 1956.

Steel pools are becoming popular although concrete pools still predominate. There is a noticeable trend in regard to pool design, particularly for outdoor pools. Consideration is being given to the use of pools for competitive swimming, for swimming instruction, for recreational swimming and for different age groups. This is leading to a departure from the conventional design to T or L, circular, oval, cloverleaf, kidney, and fan-shaped pools. In addition, many communities are building several pools in the same area, rather than one to accomodate the different usages.

In a survey of swimming pools in California, Means[1] makes the following statement:

> "One of the most encouraging trends indicated by this study is that of joint planning and joint financing and use of swimming pools. There is every evidence that representatives of all community governing bodies are beginning to preplan swimming pools more carefully, studying the total needs fo the area for instruction, recreation and competition and then building accordingly. There is a decreasing tendency to build a pool with a preconceived sum of money without first determining long-term needs.
>
> "The trend toward year-round usable pools has been accelerated with use of wind baffles, convertible indoor-outdoor facilities, radiant-heated decks, etc. Pool styles are changing from the traditional rectangular pool. Frequent use of L-shaped pools and the multiple-type of double or triple pools is noticeable. Pool depths are being modified, with more shallow area now provided. Priorities are being more carefully studied with instruction and recreation needs receiving attention prior to the more specialized and limited diving, water sports, and competition."

EQUIPMENT

There is a constant change and improvement in athletic equipment. Competition among sporting goods manufacturers has resulted in considerable research to develop new more functional, safer and longer-lasting equipment.

Because of the injuries sustained in football a determined effort has been made to develop equipment which will offer greater protection. A great amount of research has gone into the design and construction of modern football headgears. This new device has been very effective in reducing the incidence of nose, mouth, and tooth injuries. Another promising innovation is the replacement of leather by ensolite rubber on all shoulder, hip, and knee pads. This development promises much additional protection and at the same time reduces the weight of these pieces of equipment.

Other developments include the use of the neolite sole for football and track shoes instead of leather soles. This sole is much lighter and is waterproof. New fabrics are coming into wider use for jersies, shorts, and other wearing apparel. The use of the nylon tricote fabric for football pants is an example. This material is lighter, stronger and washable. Non-breakable fiber glass badminton rackets are a very recent addition to this type of equipment.

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[1] Means, Louis. "Survey of Swimming Pools in California" Research Quarterly March, 1955, p. 72.

PHYSICAL EDUCATION IN CHRISTIAN COLLEGES

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This study represents an attempt to deal with a problem familiar to many, namely, how to adapt physical education as an instrument of education to the specific context of a uniquely different educational institution - the Christian College. Colleges of this type are different from the typical public or private college or university by virtue of at least three facts: (1) the large majority are church related; (2) the purposes and program always include very direct and specific beliefs and practices aimed at moral, spiritual, and religious development; and (3) the student body and faculty generally share common backgrounds and beliefs regarding ethical and religious values.

Having been very closely associated with one such college as a student and teacher and possessing definite plans to continue that association, I felt compelled to try to formulate a theoretical basis for the role of physical education in that college with which I was affiliated and its sister institutions. The study was thus limited to the four senior colleges operated and controlled by the membership of the Churches of Christ. These are: Abilene Christian College, Abilene, Texas; David Lipscomb College, Nashville, Tennessee; George Pepperdine College, Los Angeles, California; and Harding College, Searcy, Arkansas. The study presents the religious and educational forces and factors peculiar to these institutions and formulates proposals for the conduct of the program based on these factors rather than on any evaluation of present practice in the colleges.

The unique feature of all four of these colleges consists in the tremendous emphasis placed on the Bible as a textbook and source of truth. At every institution involved in this project, Bible study is required to some degree of all students up to an hour every day for four years at one of the colleges. Social life on the campus is very largely appraised and planned in accord with moral, ethical, and social standards and responsibilities revealed in the Bible. Moreover, every area of instruction is expected to harmonize the knowledge it disseminates with the revealed truth of the Bible.

Under these circumstances it becomes imperative that any study proposing to describe the setting into which physical education had to be fitted, must also set forth what is called in this study, ''Biblical Foundations,'' upon which physical education could be based. The approach was simply to assemble the truths of the Bible which had a bearing upon participation in motor experiences. These truths are most directly bound up in the scriptural teachings concerning man and his body, its use, value, and relationship to the total human personality. This then becomes the part of the study most useful to the profession and directly applicable to Christian colleges in general.

In addition, I believe these findings will serve at least two other needs which we meet when we are working with religious organizations and institutions. First, physical education has met, and still does with decreasing severity, some of its most serious ideological obstacles in highly religious communities. A great complex of notions is responsible for much of the prudery, prejudice, and pressure regarding participation in play activities by religious people. Some of these notions orginated with the Gnostics of the East who taught that the material body was inherently evil. Asceticism even influenced Christians to torture and punish the body. The Monastics took great pride in denying satisfaction to natural appetites. Puritans were famous for their abhorrence of play and exercise because it was to them a waste of time and therefore sinful. Other philosophies which mitigate against human nature coupled with metaphysical dualism have made the efforts to educate the whole personality a matter of extreme difficulty. These conditions seem to represent a need for a truly scriptural and Christian concept of the body.

In the second place, there is a need to help students in Christian colleges understand the role of physical education activities in the "abundant life." The usual obligations of the religious life too seldom include the realm of physical activity. Extreme emphasis on spiritual development is often accompanied by a subtle unconcern for the physical. Of even deeper importance is the failure to see the sports and activity program as an effective vehicle for moral and spiritual growth. It is hoped that the biblical concepts revealed in this study will help these students develop an understanding of the true relationship between the physical and the spiritual, and of the role of physical activities in living the Christian life.

The study sets forth the biblical bases of physical education in terms of five basic thruths. Lines of proof are presented for each and the nearly 200 scripture references which produced these concepts are appropriately cited. These five concepts follow.

1. The body is an integral constituent of the human personality. In the biblical account of creation we have a statement which reveals the basic unity of man's nature, a concept we have only begun to accept and act upon in the last 50 years. The statement is, "God formed man out of the dust of the ground, and breathed into his nostrils the bread of life; and man became a living soul." (Genesis 2:7) The body is not a receptacle for the soul. In fact it is more accurate to say "man is a soul" than to say "man has a soul."

2. The body of man is good. At the conclusion of the sacred record of creation this scripture occurs, "God beheld everything that He had made and behold it was very good." (Genesis 1:31) In addition, the apostle Paul assails the gnostic heresies of "Do not handle, Do not taste, Do not touch" as human and wordly doctrine, and in the same

breath condemns the use of severity to the body as an effective way of dealing with sin. (Colossians 2:20-23) The Lord Himself was so enthusiastic in His attendance at feasts that He was accused of being a "glutton and a winebibber". (Matthew 11:18,19)

3. The welfare of the body is essential to the welfare of the human personality. Man's carelessness regarding his own physical well-being does not measure up to the meticulous concern which God has displayed toward the health and welfare of mankind. Since He clothed Adam and Eve in the garden of Eden, sent ravens to feed His prophet Elijah, and healed king Hezekiah of boils, one may expect Him to give man a lesson on this subject in the parable of the Good Samaritan. (Luke 10:29-37) This parable shows that physical calamities present just as much of an opportunity for an expression of one's religion as do formal religious services. To neglect attending to the wounds of a stranger is as cruel as the spirit of the thieves who maltreated him in the first place. Moreover, of some 35 major miracles performed by Christ, 31 healed, provided food, and raised the dead. These are interesting portrayals of divine concern for human health and welfare.

4. The physical condition of the personality is secondary in importance to its spiritual condition. The Bible teaches that introverted and disproportionate aesthetic admiration for the body threatens the supremacy of spirituality by leading the personality into sensuality and body worship. The apostle Paul's declaration that "bodily exercise profits for a little but godliness is profitable for all things" recognizes that the body is material and therefore temporary. On the other hand, godliness he says, "holds promise for the present life and for the life which is to come." (I Timothy 4:8) We must be very careful that all our efforts are not expended on bodily or physical outcomes. Athleticism, sensuality, narcissism, and disproportionate emphasis on organic conditions are just as much out of line with biblical though as physical abuse and torture.

5. Motor experiences provide the individual with normal instruments of expression and find their highest value when used for the achievment of the abundant life. Dancing occurs most frequently as a means of expressing the motives and feelings of biblical characters. Deliverance from Egyptian bondage, military victories of King David, and even the restoration of a juvenile delinquent, as in the case of the prodigal son, are accompanied by rhythmic activity as a means of expressing the joy of the occasion. Motor activities are depicted as instruments of good or evil. The idolatrous revelings of naked, drunken Israelites around a golden calf or the liscentious "dance of the seven veils" cannot compare to the beauty and appropriateness of Moses' sister's reverent and worshipful dance on the banks of the Red Sea. Samson's strength found its highest value when he used it to deliver Israel from pagan tyranny. David's skill with a sling, Jonathan's use of the bow and arrow, and little Zacheus' tree climbing all served to establish good social relationships, self-respect, and glory to God. The body, then, achieves its best role when it is used as an "instrument of

righteousness'' so that ''Christ will be honored'' in the body and that ''the life of Jesus may be manifested'' in the body. (Romans 6:13; Philippians 1:20; II Corinthians 4:11) The body and its movements can express spiritual, psychological, and social conditions and be used as a medium for the development of these same qualities.

Using the religious and educational context with the biblical foundation the final chapter contains proposals for the conduct and direction of programs of physical education in Christian colleges. These suggestions are directed toward seven different kinds of problems faced in these colleges in unique ways. Three of these are worth mentioning here.

One has to do with the selection of activities. No one contends that the nature of the activities change when used in a Christian college. Basketball is basketball and there is no such thing as Christian basketball. It is important to understand that activities must be chosen which have the potential for serving the unique purposes and outcomes being sought in such programs.

Another problem area is that of using physical education as a means of developing moral, ethical, and spiritual values. Too often Christian colleges expect these qualities to result from formal worship, Bible classes and the like. A careful analysis of physical education activities, however, reveals countless opportunities for this very thing in the gymnasiums, pools, trails, golf courses, and beaches where we carry on these experiences.

And finally, attention has been given to closing the gap in the thinking of religious people between religion and play. There is no need to wonder why children and youth consider play more appealing than religion. Religion has been too often a drab, sombre thing which contributes mightily to the preference of youth for worldly pleasure. On the other hand some youth become unbearably religiously minded and learn to scorn play and fun. The result of all this is that God becomes excluded from play, religion seems unnatural and for sissies, youth becomes indifferent to or formal about religion, and in no instance does the youth really feel a part of a respectable, reverent, dynamic, twentieth-century society. Actually the opposition between the play spirit and the religious spirit is not real but fancied. Yet even an imagined dichotomy is enough to hamper effective integration of the personality. It follows that the real basis for closing the gap lies first, in the kinship between the play spirit and the Christian spirit, and, second, in the integrated nature of the organism.

Physical education in Christian colleges must rise to meet the challenge of the moral and spiritual needs of youth. Any such attempt may well profit from the use of biblical teaching in formulating principle and establishing practice for service in this area.

THE INFLUENCE OF PLAY UPON SOCIAL AND EMOTIONAL ADJUSTMENT, WITH IMPLICATIONS FOR PHYSICAL EDUCATION

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INTRODUCTION

The major concern of this study has been to gain some broad understandings of the influence of play upon social and emotional adjustment and to translate these understandings into implications for the practice of physical education.

The method of study used was a thorough survey of research and theoretical literature covering the years from 1934 until the early part of 1955.

This paper will be organized into very broad sections. Each section and some of its parts will end with a conclusion or set of conclusions. Before plunging into the report of research, it is important to understand two things.

First, this study represents an extremely generalized treatment of the subject and individual exceptions to conclusions may obtain.

Second, the conclusions drawn must be understood within the context of the limitations of the research reviewed, the limitations of the instruments used in the reviewed research, and the limitations of my method of study and of interpretation.

The research reviewed in this study covered the years from early elementary to college age. What is included here applies to boys and young men.

SECTION I

THE RELATIONSHIP BETWEEN SKILL, ACHIEVEMENT, AND PARTICIPATION IN PHYSICAL PLAY ACTIVITIES AND SOCIAL AND EMOTIONAL ADJUSTMENT

One type of measurement of social adjustment is an individual's status within his peer group. Many studies have used sociometric techniques to gather data on individuals and groups and have then related these data to other abilities, capacities, and traits. Several studies have shown an unmistakable relationship between higher-than-group-average physical play skill, along with readiness to participate in vigorous physical play activities, and greater popularity and social acceptability by the peer group. Conversely, many studies have begun with groups of popular and socially acceptable subjects and groups of unpopular and socially unacceptable subjects and compared them on several other factors. Several of these studies have discovered a definite relationship between social acceptability and higher levels of physical play skill and achievement. Some of the types of studies just indicated used standard procedures to show statistical significance of the differences in mean scores of the groups.

Fitting in quite closely with the types of studies just discussed are those studies which show the tremendous prestige value of physical play skill among adolescent boys. Abilities which center around skill, daring and leadership in athletic games have been shown to be the number one personality prestige trait among adolescent boys.

These results of research lead to two conclusions. They are:

1. Skill, achievement, and readiness to participate in vigorous physical play, generally, are related positively to greater social acceptability and popularity.

2. Physical play skill is the most important prestige lending trait among adolescent boys.

Some investigators have compared physically skilled and unskilled groups on various personality traits and adjustment by securing the ratings of teachers, coaches, and administrators. In all of the studies of this type reviewed, the physically skilled groups attained better ratings, while in some of the studies, statistical significance of the differences in scores of the two groups was shown. All of the studies point to the same conclusion, namely, that groups of relatively highly skilled youngsters, generally, are rated higher on various desirable personality traits and adjustment by educational personnel.

A considerable number of investigators used standardized instruments in order to determine differences in adjustment and various personality traits between relatively higher skilled groups and relatively lower skilled groups. In all of these studies the more highly skilled groups attained consistently better scores than the lower skilled groups. In some of the studies, statistical significance of the differences in group scores was shown.

All of the studies reviewed which used standardized instruments again show that groupings of boys and young men who exhibit relatively higher levels of physical skill and achievement also show more favorable adjustment.

Combining the results and conclusions of research studies using sociometric techniques, ratings of educators, and standardized personality and adjustment measuring instruments leads to two generalized conclusions for this section.

They are:

1. A definite relationship exists, generally, between greater skill and achievement in physical play activities and athletics and better social and emotional adjustment among boys and young men from the early elementary grades through the early years of college.

3. The ability to participate skillfully in physical play activities and athletics is of extremely high prestige value for boys and young men from the early elementary school years to the early years of college.

SECTION II

ANALYSIS OF THE RELATIONSHIP

The nature of the relationship just stated at the end of Section I is unknown, that is, several questions arise which are not answered in the results of research given until this point. Some of the questions which arise are:

1. Do skill, achievement, and participation in physical play activities cause better adjustment?

or

2. Are only those individuals with better adjustment attracted to such activities?

or

3. Are such activities constituted of certain behaviors and relationships among participants which restrict the types of individuals who will find success and satisfaction in them?

and

4. Does each of the above three questions indicate important partial explanations of the relationship under discussion?

In order to begin analyzing the relationship it is necessary to add new evidence to the conclusions which have been drawn.

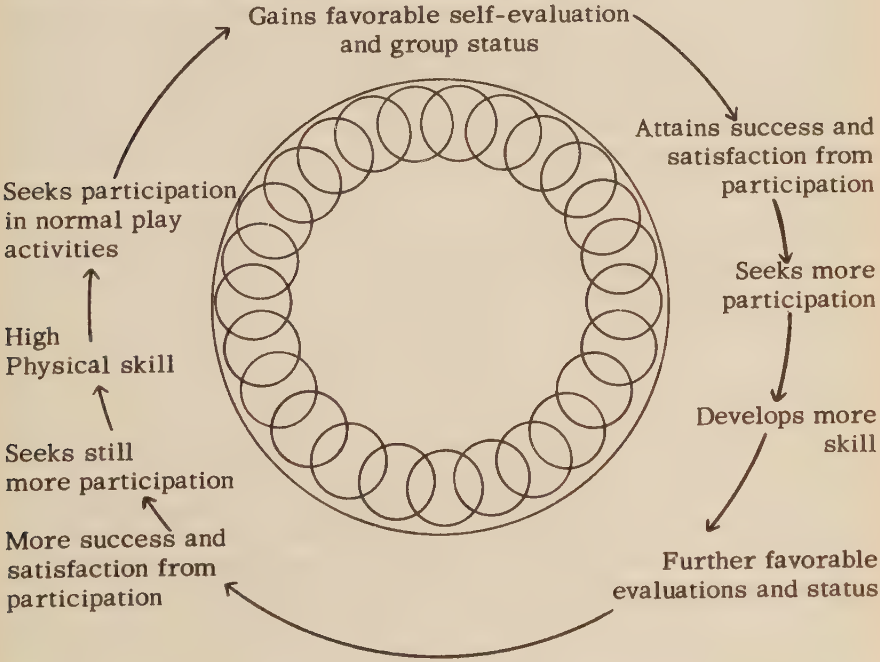
Evidence from several studies seems to show that we may discard the element of participation per se as being of great importance to the relationship. This is to say, the mere fact of participation does not, in and of itself, preclude better adjustment on the part of the participating individual or group.

However, there is some evidence which seems to indicate that the better-adjusted, as a group, tend to participate in more social and highly competitive play while the more poorly-adjusted tend to participate in more individualized and less competitive play. This evidence agrees with research which shows that the normal developmental pattern of play participation is increasingly toward more socialized and highly competitive play.

With regard to the element of participation, then, the conclusion seems to follow that the better-adjusted, generally, tend to participate in the normal pattern of increasingly socialized and competitive play while the less well-adjusted tend to participate in more individualized and less competitive play.

One might well ask at this point, ''Why is there a correspondence between participation in more social and highly competitive play and better adjustment?'' Some evidence - and logic - appear to offer the best answer. Some evidence shows us that those who are more highly skilled in physical play activities tend to spend more time and are more desirous of entering into social and competitive play. Now we know from psychology - and our own experience - that individuals tend to participate in those activities from which they gain the most success and satisfaction. Therefore, the conclusion which seems to be evident at this juncture is that the better-adjusted tend to participate in more social and competitive play because they have relatively higher levels of physical skill and because of their higher skill levels they gain favorable self-evaluations in addition to higher status recognition from their peer groups. On the other hand, the more poorly adjusted tend to participate in more individualized and less competitive play because of relatively lower levels of physical skill. This lower level of skill leaves the more poorly adjusted in a less advantageous position in terms of gaining desirable evaluations of self and high status recognition from the peer group.

From all that has been said until now we must conclude that the nature of the relationship between greater skill and achievement in physical play activities and better social and emotional adjustment is an interesting one which may be diagrammed as a spiraling, circular, dynamic process. Such a diagram appears here.


Gains favorable self-evaluation and group status
Attains success and satisfaction from participation
Seeks more participation
Develops more skill
Further favorable evaluations and status
More success and satisfaction from participation
Seeks still more participation
High Physical skill
Seeks participation in normal play activities

In the case of the lower-skilled, the opposite spiral of circumstances seems to apply. -Referring to the diagram and beginning at the point "high physical skill," the following process may occur:

1. Low physical skill.
2. Seeks participation in normal play activities.
3. Gains unfavorable self-evaluations and loses group status.
4. Tends to avoid further participation in normal play activities because of lack of success and satisfaction.
5. Loses opportunities for social and emotional development because of lack of participation.
6. Loses opportunities for the development of prestige lending physical skill because of lack of participation.
7. Withdraws to less ego-threatening play activities (individualized and less competitive).

Now no valid evidence could be found in physical education research which shows a cause and effect relationship between physical education experiences and changes in adjustment. However, there is some research which shows that changes in adjustment have accompanied experiences in physical education. Also, there is some limited evidence which indicates that desirable changes in adjustment have accompanied physical education experiences with mental patients. Further, research in play therapy with young children has shown that desirable adjustment changes have been caused by play therapy.

From the results of research so far reported and from the ideas gleaned from theoretical literature it seems proper to conclude tentatively that play experiences, generally, exert a tremendous influence upon social and emotional adjustment. However, it must also be said that the influence of play upon adjustment can be either positive or negative depending upon several factors. The factors which seem to condition desirable effects of play experiences upon social and emotional adjustment are:

1. Success in terms of skill.
2. Opportunities for the expression and release of repressed feelings and emotions.
3. The positive emotional tone of the play atmosphere.

SECTION III

RECOMMENDATIONS FOR PHYSICAL EDUCATION

Because of the time limitation this section must be very sketchy. I will simply read a list of some recommendations which are made with reference to the three factors which seem to condition desirable effects of play experiences on social and emotional adjustment.

1. Improved guidance in physical education.
    a. All physical education should be individual physical education.
    b. Do not require a student to take an activity for which he is not suited.
2. More homogeneous grouping of students on the basis of the generalized elements of motor capacity, motor ability, and motor educability.
3. Improved teaching of skills.
    a. More communication of teaching methods and techniques.
4. More continuing evaluation of individual progress and ability to profit from different types of experience.
5. More dance, particularly modern dance.
6. In the teaching situation, much more emphasis on the positive. More recognition of gains and progress rather than negative recognition of mistakes and faults.
7. More extensive use of teacher-pupil planning.
8. Cultivation of the natural humor present in the play situation.
9. Let's not destroy the play attitude because of too much emphasis upon competition.

As has been brought out quite often in this convention there is a tremendous need for basic research. The paper presented by Dr. Warren Johnson at Wednesday evening's general session does an excellent job of pointing out this need along with the pitfalls which one may expect. Dr. Wolffe's paper presented at the same meeting did an equally effective job of illustrating the need for interdisciplinary arrangements in attempts to accomplish basic research. By way of adding my voice to the cry, I feel quite strongly that we must join other disciplines in cooperative research if we are to do the work properly. It is my conviction that a considerable amount of the kind of basic research needed in physical education cannot be done properly by only one group of specialists.

PHYSICAL EDUCATION AT OBERLIN COLLEGE

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At the outset I should like to make it clear that I am not an Oberlin graduate nor am I a press agent for Oberlin College. My personal contact is limited to three years of teaching there, during which time I developed a great deal of respect of Oberlin as an institution. As I learned more about Oberlin, I became more and more amazed at the number of prominent men in the field of physical education who attended Oberlin College. Such a list, which reads like a Who's Who in Physical Education would include Thomas D. Wood, Luther Halsey Gulick, Fred E. Leonard, C.W. Savage, Jessie F. Williams, Jay B. Nash, the Fauver twins; Edwin and Edgar, Dudley B. Reed, J. Herbert Nichols, Whitelaw R. Morrison, T. Nelson Metcalf, Louis F. Keller, Darwin Hindman, J. Frederich Martin, Harlan G. Metcalf, Harold S. Wood, Paul E. Landis, Lysle K. Butler, Frederich J. Holter, Arthur T. Slater-Hammel, and many others.

Ten of these men have served as president of the College Physical Education Association, five have been president of the American Association for Health, Physical Education and Recreation, while five have been accorded the highest honor in our field, the Luther Halsey Gulich Award. No other single institution in the United States can even approach that record.

This led me to believe that there must be a story here. Why should this small, privately endowed, liberal arts college in the north central section of Ohio produce so many outstanding physical educators? Although there is no definite answer to this question, there is a story, and it is concerned with the history of the college and some men and a woman who pioneered in physical education.

Oberlin College was a unique institution in many respects. Founded in 1883, it was a radical institution in an era of great reform. It introduced co-education on the college level, championed the rights of the colored race, fought for and received the guarantee of academic freedom, and established itself as a bulwark of democrary.

With this background as an inheritance, it was only logical that Oberlin should become one of the first colleges to accept physical education as an integral part of its curriculum.

Although Oberlin experimented with physical education as early as 1860, the Oberlin story in physical education really begins with the appointment of Miss Delphine Hanna as the Director of the Women's Gymnasium in 1885. Miss Hanna, who had formerly been an elementary school teacher, was a graduate both of Dio Lewis' Institute and Sargent's

Normal School of Physical Training. Shortly after her arrival at Oberlin she was requested by the faculty to hold a training class for young men so that they in turn could conduct classes for the men of the college. This class was a memorable one for several reasons. It was probably the first teacher training class in physical education on the college level. More important than that, however, was the fact that three of the fifteen members of that class were Thomas Wood, Luther Gulick, and Fred Leonard. The work of Wood at Stanford and Teachers College, Columbia University, Gulick at Springfield College and in New York City, and Leonard at Oberlin, is a story in itself and is all part of the glorious history of physical education in this country.

In 1900 Oberlin became the first private, liberal arts college to offer a major program for men in physical education. This program has not produced great quantities of physical educators, but in quality it is unsurpassed. In order to appreciate this step, it is necessary to review briefly the history of physical education at other institutions of higher education.

At the turn of the century many colleges, particularly those in the East had required programs of physical education, but none of them were interested in preparing teachers for this field. This was being done primarily by proprietary schools and normal schools. The training at these schools was adequate for its day, but not of college caliber and therefore had no standing or recognition. It didn't take long for some eastern institutions like Teachers College, Columbia University and New York University, to follow Oberlin's lead and for this reason they soon became leaders in teacher education in physical education. It is worth noting that Thomas Wood was the first Director of Physical Education at Teacher's College, and that his former pupil at Stanford, Clark Hetherington, became the first director at New York University. Of course, these two were succeeded respectively by Oberlinians Jessie F. Williams, and Jay B. Nash, who have been the unquestioned leaders in our field for the last thirty to forty years.

In the early 1900's three significant trends characterized the development of physical education in this country. The first was the construction of large gymnasiums which indicated the increasing importance placed on physical education. The second trend was the practice of employing qualified physicians as directors of physical education. This custom added dignity and prestige to the field. The third trend was the development of the Sargent system of gymnastics as opposed to using foreign systems of gymnastics.

In 1900 Oberlin could boast of leadership in all three of these areas. It had a brand new gymnasium, which at that time was reputed to be the finest west of the Alleghenies. Fred Leonard, its director of physical education was a qualified medical doctor and he taught the Sargent system of gymnastics enthusiastically.

In addition to this, Oberlin's new president, Henry Churchill King, was a firm believer in physical education on the college level. He reaffirmed this point of view in his inaugural speech in 1902, which was attended by many prominent educators from all over the world. Some of the thoughts he expressed there are so penetrating and far-sighted that they are worth repeating: ''Physical education makes its rightful claim upon the college. The college must not only talk about the sound mind in the sound body, but do something really to secure that sound body for its students. . . . . Unless our modern psychology is wholly wrong, such physical education that can be applied to all students has a great contribution to make, not only in health and in the systematic development of the body, but intellectually and volitionally as well. . . . . . If athletics are to make their true contribution to college life---and a most valuable contribution that may be---a wide range of sports must be encouraged that shall enlist a great proportion of the students, and not merely a small number of specially athletic men; and the spirit of genuine play must be brought back into all college so-called sports.''

Oberlin maintained its leadership in physical education for many years. As physical education grew in popularity and more and more states passed laws requiring physical education in the schools, it became obvious that the larger institutions would have to carry the brunt of the teacher education load. Eventually the state Universities and teachers colleges dominated this field when it became obvious that the small, liberal arts colleges could not compete with them on a large scale.

Oberlin has continued its major program down through the years, but it no longer attempts to meet even the state requirements in physical education. In keeping with the liberal arts tradition, it has cut down on the number of hours required for a major in order to give its students a more diversified background. However, as in the past, its emphasis is still on quality rather than quantity. Regardless of what happens at Oberlin in the future, it will always retain a unique place in the history of physical education because of the tremendous contributions of the college and its graduates.

A JOB ANALYSIS OF THE DUTIES OF ATHLETIC DIRECTORS IN SELECTED COLLEGES AND UNIVERSITIES

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This report of research is from a study completed at the University of Oregon entitled, "A Job Analysis of the Duties of Athletic Directors in Selected Colleges and Universities." It is believed that it can be most cogently reported by following each of it's four purposes to their completion rather than by describing the chronological steps as they occurred.

From the outset the nature, scope, and purposes of this study implied that two major phases would be necessary to carry out the study in it's entirety. These major aspects are:

1. To develop a list of the major duties of athletic directors.
2. To determine which duties performed are good, acceptable, and common to most athletic directors who operates superior athletic departments.

The first purpose of this study was to discover the duties of athletic directors in selected colleges and universities. A tentative compilation of duties resulted in a list of 164 basic statements. These statements were grouped into six categories as follows:

1. Duties relating to miscellaneous administrative matters.
2. Duties relating to financial matters.
3. Duties relating to property and equipment matters.
4. Duties relating to public relations.
5. Duties relating to coaches and contests.
6. Duties relating to athletes.

After the usual procedures of try-out and revisions a final master list of 155 duties was secured. These statements of duties were included in a questionnaire form. The form provided for indicating performance of a duty by circling a number. Merely indicating whether the director did or did not perform the duty revealed little as to the necessity of significance of the duty. Therefore, the questionnaire was designed to include, in addition to frequency of performance, criteria relating to the relative importance of the duty and the degree of difficulty encountered in performing the duty.

The questionnaire form provided a means for scoring each duty in respect to these criteria (frequency, importance, and difficulty) for each of five size classifications of schools. From these scores decile tables were established for each criterion and for each size classification. The decile tables provided a basis for analysis of the data collected.

Provisions were also made for discovering supplemental or additional work done by the directors, the personnel of athletic departments which the director had to supervise, the work week, and the percentage of time necessary to accomplish the duties in each category of duties.

The questionnaire form was sent to 200 directors in five school size classifications and in all geographical areas of the United States. Two groups were represented in the sample. One group consisted of 90 directors in twelve athletic conferences. This group was utilized to develop a ''jury of experts'' which will be more fully explained under the third purpose. The second group was selected at random and included 110 directors. These two groups approximated one another in respect to size and location.

This completed the first purpose of the study.

The second purpose was to analyze these duties in institutions of various sizes in respect to their frequency, importance, and difficulty in selected colleges and universities.

Many ramifications were revealed by the data and time permits discussion of only a few of the major features. The date revealed in the additional information sought in the questionnaire are presented first. In many cases this information provided insight into the decile ratings on specific duties.

Regarding the supplemental duties performed by athletic directors, it was found that as the size of the school increased directors had fewer duties in other areas. Directors in smaller schools, on the other hand, were often required to assume responsibility of administering the physical education program, coaching, teaching, and various school administrative duties. One director reported that he was Dean of Men.

The most common additional duty performed by directors was administering the physical education program. Most directors reporting were responsible for this task. In the larger schools only two were found to hold this position. Coaching athletic teams was the next most frequent additional duty. In the two smaller groups of schools the director usually assumed the coaching duties for one athletic team, and in some cases two or three teams. The next most frequent additional duty involved teaching. No directors in the largest size group had this responsibility. These three additional duties were most common. Other supplemental duties included business managers, school administrative positions, and Dean of Men.

Personnel supervised by athletic directors was categorized and included assistant athletic directors, business managers, secretaries, clerks, ticket sales managers, and custodians. Many personnel were employed on a part-time basis and it was revealed that small schools employed part-time people to inexpensively accomplish essential tasks, and larger schools employed greater numbers of part-time personnel in order to provide important, but less essential, assistance in various areas to supplement the full-time workers. Obviously the larger schools employed more full-time help, and the data revealed that the numbers of employees increased as the size of the school increased.

The data revealed that all athletic directors averaged 53.5 hours a week to accomplish the duties of the director. By contrast, directors in smaller schools worked 44.1 hours a week. It must be recalled that these men also had responsibility for one, two, three, and sometimes more additional duties.

Turning to the analysis of the statements of duties as revealed by decile ratings, it was found that all directors, disregarding size of schools, considered the categories of duties important in the following order:

1. Administrative duties
2. Financial duties
3. Public relations duties
4. Property and equipment duties
5. Coaches and contests duties
6. Duties relating to athletes

This order was for the criterion importance only. Greater concern was given this criterion because if a duty is important, it must be accomplished regardless of its frequency of occurance or its difficulty of accomplishment.

The date revealed that directors in the smallest schools considered the duties important in a different order. Their ranking was as follows:

1. Coaches and contests duties
2. Administrative duties
3. Property and equipment duties
4. Financial duties
5. Public relations
6. Duties relating to athletes

The date revealed that the largest and smallest size groups differed from those in between in the percentage of time spent in accomplishing the duties in the various categories. Generally, administrative duties required more time for directors in all size groups except the smallest, and was followed in order by coaches and contests duties, financial duties, public relations, duties pertaining to athletes, and finally property and equipment duties. For the smaller school group the order was coaches and contests, administrative duties, athletes, finances, public relations, and property and equipment.

Although the preceding represents only a sketch of the nature of the analysis, time prohibits further discussion of this purpose of the study. Many ramifications were disclosed in the total substance of the data.

The third purpose of the study was to develop criteria by which excellence of athletic departments could be judged.

To accomplish this a "jury of experts" was selected from twelve athletic conferences mentioned in the discussion of the first purpose. The directors who made up the jury were chosen by their colleagues in each conference as being a superior director of athletics. This jury of twenty-three directors were sent a special form which suggested tentative criteria for success which they rated. The jury was also encouraged to suggest other criteria. Their response resulted in the following list of criteria for determining the success of athletic department administration.

1. He operates on a financially sound basis.
2. He has developed a high degree of esprit de corps among all members of his department.
3. He handles the business of the department in a prompt and efficient manner.
4. The activities of the department are well received by the faculty and community.
5. The health protection of athletes is rated high by a successful director of athletics.
6. His operations are in harmony with the spirit and rule of amateur athletic codes as established by the NCAA.
7. He insists that athletes strive to keep up with their class.
8. All members of his department handle their work assignments efficiently.
9. The athletic equipment is cared for in an excellent manner and according to established policy.
10. There is an equitable balance in the budgets of all sports.
11. He produces a program that appeals to a large number of participants.
12. An efficient program of public relations has been developed.
13. He maintains friendly press and radio relations.
14. The overall win and loss record of all competitive teams is high.
15. The buildings and grounds under the supervision of the director are kept in excellent condition.
16. He considers the after-graduation success of former athletes a measure of success of his department.
17. He operates effectively without undue waste of time or materials.
18. He prefers that athletes carry on career programs of study.
19. He conducts athletic contests in a crowd-pleasing manner.
20. Students assigned to work in the department give reasonable service for money earned.

The jury also suggested additional criteria which are important. A few of their major additins are:

1. The best possible education for the boy who participates in athletics is a criterion for success.
2. Developing a staff of men with high professional standards and education.
3. Insistance on ethical and sportsmanlike tactics in all sports.
4. The director must be able to justify the intercollegiate program as an important phase of education.
5. He insists that squad members and coaches are institutional representatives at all times and that they conduct themselves accordingly.

This, then, fullfills, the third purpose of the study.

The final purpose was to discover, with reference to these criteria, the practices of selected athletic directors which made their departments superior enterprises.

To accomplish this purpose both the master list of duties and the special form utilized to discover criteria were employed.

Each duty which contributed to the realization of a criterion were listed with that criterion. Those duties which the jury rated with an eight, nine, or ten decile score were regarded as the practices of superior directors. A partial list of the more cogent duties in the various categories of duties are:

Under Miscellaneous Administrative Duties

1. Serve on faculty committees concerned with athletic problems.
2. Keep administrative officers of the school up to date on current athletic trends and problems.
3. Interpret to the athletic staff the important aspects of conference, NCAA, and school regulations.
4. Keep regular office hours for appointments.
5. Dictate letters and attend to routing correspondance.
6. Interpret phases of the athletic program to faculty, community, students, and alumni.
7. Develop department policy.
8. Delegate specific duties to office personnel.

Under Financial Duties.

1. Prepare the budget for the athletic department.
2. Approve all requisitions for department purchases.
3. Draw up contracts for athletic contests.
4. Make regular inspection of athletic department books.

Under Property and Equipment Duties.

1. Plan new athletic facilities.
2. Establish rules for use and care of athletic equipment.
3. Consult salesmen of athletic equipment.

Under Public Relations Duties.

1. Speak to various groups on athletic subjects.
2. Develop standards of courtesy for office personnel.
3. Develop public realtions policies for the department to follow.

Under Coaches and Contests Duties.

1. Meet with coaches to discuss matters relating to their sport.
2. Accompany teams on trips.

Under Duties Relating to Athletes.

1. Provide athletes with information on eligibility, transfer rules, and other athletic regulations.
2. Develop policy for athletic discipline and follow-up.

This completes the discussion of the fourfold purposes of the study and the manner in which each purpose was accomplished.

A brief summary of the major conclusions seems appropriate. These conclusions include:

1. The master list of duties was sufficiently comprehensive to include most of the major duties of athletic directors.
2. The master list may be useful as a check list for those interested in a career as an athletic director.
3. The master list may be useful as a self-evaluation chech-list, and to analyze the department in light of frequency, importance, and difficulty of the duties involved in athletic administration.
4. A wide variety of factors influence the work of the director. These factors were the size of the institution, the number of employees, the talents of the employees, the scope of the athletic program, the responsibilities of the director, facilities, and rules of the school and conference.
5. The greatest differences in administering athletic departments occurred in institutions with enrollments under 2,500. Directors in these schools were more concerned with the details of various duties, while their colleagues in larger schools were able to delegate these duties to members of their larger staffs.
6. The principal supplementary duties were head of the physical education department, coaching, and teaching.
7. The total number of high decile ratings of the jury of superior directors placed the categories of duties in the followind order: administrative duties, public relations, financies, coaches and contests, property and equipment, and duties relating to athletes.
8. Criteria of success of athletic directorship fell into seven principal divisions: financial soundness, organization of the department, well-being of the students, well-being of the staff, professional status of the staff, public relations, and care of property.
9. Directors can expect to work approximately fifty-one hours a week performing the duties of the directorship.

A PROPOSED FOUR-YEAR UNDERGRADUATE PROFESSIONAL CURRICULUM IN PHYSICAL EDUCATION FOR HAMPTON INSTITUTE IN ITS REORGANIZED PROGRAM OF TEACHER PREPARATION

H. N. Neilson
Hampton Institute

Purpose:

1. To develop a four-year professional curriculum in health and physical education for men and women majoring in physical education which would serve the needs of these students and also meet accepted professional standards.

Procedure

1. Recognizing that Hampton Institute operates under certain national, state, and local influences; and, that these influences combined with current educational trends and the status of the existing curriculum would affect the development of a professional curriculum in health and physical education; a series of steps were taken which lead to a determination of these influences, current educational trends, and an evaluation of the present curriculum. These data were utilized for the formulation of criteria which when applied, became the basis for the development of the curriculum for Hampton Institute.

2. Careful attention has been given to the administration policies of Hampton Institute in regard to the requirements of all curricula in specialized areas for which teachers are trained. Provisions were made to meet the following policies: (a) The total semester hours required for awarding the baccalaureate degree should be from 124-130 semester hours, (b) A common freshman year of general education courses should be included,)c) A minimum of thirty semester hours of study should be provided for a major, (d) The curriculum pattern which requires that a minimum amount of general education in various areas should continue throughout the last three years of the curriculum in diminishing proportions, and (e) The general professional courses which are required of all prospective teachers dealing with: (1) Child and Adolescent Growth and Development, (2) The Child and the School, (3) The School and Society, and (4) Teaching in the School.

The Criteria

The following criteria were formulated through an interpretation of the findings obtained in the research. When these criteria were matched against provisions of the developed curriculum it was found that the curriculum was adequate in terms of these criteria:

First Criterion (Selection of Students):

The program of professional preparation in physical education should use care in the selection of candidates and restrict admission to those who have scholarship ability, high degree of intelligence, a command of written and spoken English, superior motor skill, excellent character, a pleasing personality, excellent health, and a sense of service.

Second Criterion (Facilities and Equipment):

The facilities and equipment for the program of preparation of teachers of physical education should meet the demands for specialized resources in terms of the education needs of the people who undertake the program.

Third Criterion (Teacher Certification Requirements in Physical Education for the State of Virginia):

The teacher certification requirements in health and physical education for the State of Virginia should be met by the curriculum.

Fourth Criterion (Teacher Certification Requirements in Physical Education for the State of North Carolina):

The teacher certification requirements in health and physical education for the State of North Carolina should be met by the curriculum.

Fifth Criterion (Teacher Certification Requirements in Physical Education for the State of Maryland):

The teacher certification requirements in physical education for the State of Maryland should be met by the curriculum.

Sixth Criterion (Teacher Certification Requirements Approximated on a Broad National Basis):

The teacher certification requirements in physical education approximated on a broad national basis should be met by the curriculum.

Seventh Criterion (Curriculum Philosophy):

The professional education curriculum in physical education should accept the philosophy of general education and implement it in a functional program.

Eighth Criterion (Curriculum Philosophy):

The curriculum should provide for an understanding of the functions of physical education as an underlying premise of professional study. These functions, namely: Interpretations (Philosophy); Objectives; Community Organizations and Auspices; People-educability, status and capacity; Programs; Leadership; Administration; History and Trends; and Profession are applicable to all of the specialized fields.

Ninth Criterion (Curriculum Philosophy):

The professional education curriculum in physical education should accept the philosophy of general professional education necessary for all teachers and leaders centering in the areas of: Child and Adolescent Growth and Development, The Child and the School, The School and Society, and Teaching in the School.

Tenth Criterion (Curriculum Objectives):

Competency in achieving the objectives of the curriculum should be the criterion for graduation rather than a set time or course requirements.

Eleventh Criterion (Distribution of Courses):

The total semester hours required for graduation should be divided approximately: one-half to general education including foundation sciences; the remaining one-half should be divided with one-third to general professional education and the remaining two-thirds to specialized professional courses.

Twelfth Criterion (Administrative Policies of Hampton Institute):

The curriculum should be organized within the framework of the administrative policies of the college in which it operates.

Thirteenth Criterion (Leadership Development and the Community):

The teacher education curriculum in physical education should provide a comprehensive plan for the prospective teacher to develop leadership qualities and skills through instruction extended to the schools and other agencies of the community.

Fourteenth Criterion (Block-Survey Courses):

The curriculum should include courses of the block-survey type in order to provide the student with broad understandings in various fields of knowledge; and, to gain insight in respect to the essentials to everyday living.

Fifteenth Criterion (Understanding the Place of Athletics in Education):

The professional education curriculum should provide the student with knowledge and appreciation of the educational aspects of athletics and the practical problems of coaching.

The Developed Curriculum

The courses of this curriculum are delineated under the areas of educational objectives: (1) Education for Personal-Civic Life; and (2) Education for Professional-Technical Life.

Although the courses are recommended in a rather precise manner these requirements do not constitute universalness. Flexibility is provided through the electives which permit the student to meet his individual needs and interests both within and without the field of specialization

This curriculum is a four-year undergraduate program for prospective teachers of physical education which gives consideration to the concomitant duties often performed by these teachers in the fields of health education and recreation. A minor subject area can most easily be attained in the natural sciences. The bacholor of science degree in physical education may be awarded by competency in 126 semester hours of study. A minor in Biology requires only four additional hours, or 130 semester hours, according to the 1954 Hampton Institute Catalogue.1/

(1) Education for Personal-Civic Life, General Education and Foundation Science Courses -- 67 Semester Hours

Written Communication	6 S.H.
Oral Communication	4 S.H.
Introduction to Music	3 S.H.
Introduction to Art	3 S.H.
Introduction to Literature	6 S.H.
Vocational Orientation.	1 S.H.
Backgrounds and History of Amer. Civilization	6 S.H.
Problems of Contemporary Society	6 S.H.
Marriage and Family Life	2 S.H.
Basic Mathematics	6 S.H.
Personal and Community Health	2 S.H.
Physical Education Activities & Swimming	3 S.H.
Introduction to Biological Sciences	3 S.H.
Introduction to Physical Sciences	3 S.H.
Biology	8 S.H.
Human Anatomy	3 S.H.
Human Physiology	3 S.H.
Military Science and Tactics (Men)	(6)S.H.

(2) Education for Professional-Technical Life, General Professional Education Courses -- 18 Semester Hours

Child and Adolescent Psychology.	3 S.H.
Educational Psychology	3 S.H.
Measurement and Evaluation in Education.	3 S.H.
Principles and Practices of Teaching in the Secondary Schools	3 S.H.
History and Philosophy of Education	3 S.H.
Directed Observation and Student Teaching in the Minor Subject	3 S.H.

1/ The Hampton Institute catalogue, 1954, p. 116.

(3) Education for Professional-Technical Life, Professional Education Courses -- 41 Semester Hours.

Problems of Interpretations and Objectives

Interpretations and Objectives of Physical Education, Health and Recreation . . . . 2 S.H.

Problems of Community Organizations and Auspices

(Out-of-class projects in the schools of the community; and, in allied agencies in health and recreation. (No extra credit)

Problems of People-status, educability, capacity

Tests and Measurements in Health and Physical Education. . . . . 2 S.H.

Problems of the Program

Kinesiology . . . . 3 S.H.
Physiology of Exercise . . . . 2 S.H.
Individual, Correctives . . . . 2 S.H.
School Health Problems. . . . . 2 S.H.

Problems of Administration

Organization and Administration of Health-Physical Education. . . . . 2 S.H.
Organization and Administration of Community Recreation . . . . 2 S.H.
Organization and Administration of Camps--- Elective-(2)S.H.

Problems of History and Trends

History and Principles of Health and Physical Education ----- (Elective) . . . .(2)S.H.

Problems of the Profession

Seminar in Health, Physical Education and Recreation. (Coordinated with Directed Observation and Student Teaching) . . . . 1 S.H.

Problems of Leadership

First Aid and Safety . . . . 2 S.H.
*Professional Skills and Applied Techniques. . . . . 4 S.H.
Rhythms and Dancing . . . . .(Women) . . . . 4 S.H.
(Men) . . . . 2 S.H.
(Basic Dance . . . 1 s.h. Men and Women)
(Folk, Tap and Square . . . 1 s.h. Men and Women)

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*Professional Skills and Applied Techniques to include Games of Low Organization, Games of High Organization, Dual and Single Activities, and Gymnastics and Stunts. The emphasis in this area is upon developing the special personal skills needed for teaching activities.

(Skill Techniques of Modern 1 s.h. required of Women - Men may elect)	
(Materials and Methods and Dance Composition. . . 1 s.h. required of Women - Men may elect)	
Aquatics-Intermediate and Advanced	2 S.H.
(Life Saving and Water Safety 1 s.h. may be elected)	
Coaching and Officiating Athletics---(Men)	4 S.H.
(Women)	2 S.H.
(Men utilize varsity sports as major laboratory in coaching and officiating, and intramurals, and community)	
(Women utilize Women's Athletic Association, Intramurals, and Community as laboratory in leading athletics and officiating)	
Driver Education (elective)	(2)S.H.
Recreational Games	1 S.H.
Recreational Crafts (elective)	(1-3)
Methods and Materials of Physical Education	3 S.H.
Methods and Materials of Health Education	2 S.H.
Directed Observation and Student Teaching in Health and Physical Education	3 S.H.

(4) Electives Available in General Education - Arts

English Literature	6 S.H.
World Literature	4 S.H.
American Literature	6 S.H.
Basic Design	3 S.H.
Graphic Art	2 S.H.
Sculptering	2 S.H.
Weaving	3 S.H.

(5) Electives Available in General Education-Social Science

Development of a Philosophy of Life	2 S.H.
World Religion	2 S.H.
Psychology & Personality Development	3 S.H.
General Psychology	3 S.H.
Introductory Sociology	3 S.H.
Principles of Economics	6 S.H.
Economic History of the United States	3 S.H.
History of World Civilization	6 S.H.
World Geography	3 S.H.
Economic Geography	3 S.H.

(6) Electives Available in General Education - Science

General Chemistry	8 S.H.
Introductory Physics	8 S.H.
Bacteriology	4 S.H.
Genetics	4 S.H.
Introduction to Embryology	4 S.H.
Statistics	3 S.H.

(7) Electives Available in General Professional Education

Workshop in Audio-Visual Aids	2 S.H.
Guidance Workshop	2 S.H.

Conclusions and Recommendations

The following conclusions and recommendations may be drawn after an interpretation of the findings of this study in regard to the professional curriculum in health and physical education at Hampton Institute:

1. That the Hampton Institute curriculum has the responsibility of inculcating prospective physical educators in a comprehensive perspective of the professional functions of the specialized fields as a basis for their professional study.

2. That the curriculum in specialized preparation should never become static, but continue ever mindful of significant social and educational trends, and take continuous advantage of the recommendations made by program specialists for curriculum improvement.

3. That constant touch should be kept with graduates of the curriculum by the department of physical education in order to ascertain their field conditions; and, to include their comments in a continuous program of curriculum evaluation.

4. That the present day teacher must be a more socially and professionally competent person than previously; requiring a broader sound general education as a base in addition to a mastery of the "tools" of specialization.

5. That the professional preparation curriculum at Hampton Institute should, for the present, be most concerned with preparing teachers of physical education who are also competent to perform related duties in health education and recreation.

6. That students who undertake the curriculum, when selecting a minor subject area for study, should elect work in the natural sciences or the social sciences which might be closely related to courses included in their professional curriculum.

7. That the department of physical education at Hampton Institute and the students enrolled in the curriculum should make a concerted effort to make curriculum experiences vital and functional. This may be accomplished by carefully delineating qualities and competencies necessary to perform personal and professional functions as a basis for program objectives.

8. That the department of physical education at Hampton Institute should inaugurate a well conceived plan designed to permit only those

students who have a good potential for service in the specialized fields to be admitted to the curriculum. An integrated recruitment, selection and guidance plan should include pre-college communication; careful selection; guidance throughout the years of preparation; anda follow-up program for in-service improvement.

9. That all course outlines and other materials of instruction used by the staff of the department of physcial education should be cooperatively reviewed by the staff and the students with a view toward removing possible barriers of course domains; and, to enable the execution of the curriculum as many related experiences based on sound educational objectives.

10. That if conditions at Hampton Institute fecome modified in such a manner that a five-year curriculum is feasible at the college, steps should be taken to introduce a five-year curriculum of professional preparation in physical education at Hampton Institute.

11. That this developed curriculum should be presented before the Curriculum Committee of Hampton Institute for their consideration of its adoption as a program of teacher education for men and women majoring in physical education.

PUBLICATION HASTENS ADVANCEMENT

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Every teacher has a keen and personal interest, not only in securing and holding a job, but also in achieving success and advancement within his chosen profession. As the teacher grows professionally, the desire for promotion, in his own institution or somewhere else, causes him serious concern.

The occupational hierarchy consists typically of four or five ranks: graduate assistant, instructor, assistant professor, associate professor and full professor. The novice, or beginner, usually starts at the bottom rung of the academic ladder and has hopes that he will soon start to climb. He slowly learns the set of attitudes and roles to play if he is to make a successful ascent, but he soon finds that it is a different sort of hierarchy than is found in business, industry, or in any of the armed forces. Among academicians there is no question of superiors directing the work of others, but only a question of rank with reference to degrees of maturity and distinction. Yet like others in all walks of life the teacher feels he has a normal expectation of advancement according to seniority and service. Although there is much ill will developed by status competition the various ranks do function as a method of stimulating and recognizing individual ability. Making an impression with the boss does have its points but that is not of first importance. The first requisite for promotion is one's own individual power to have established a status of leadership and ability among his associates and in his chosen field. It is the question of scholarly work and leadership with which we are concerned. Does the individual have what it takes in the minds of his superiors to warrant promotion to the next academic rank? The promotion of college or university staff members from one academic rank to another is one of the most jealously guarded prerogatives of faculty committees and administrative officials.

Everyone acknowledges that a teacher's contributions to learning must be carefully evaluated before he can be recommended for promotion, but for the most part, top administrators stay away from a frank statement of the factors in that evaluation. Administratively, institutions of higher learning are characterized more by diversity of practice and procedures than by uniformity.

A careful analysis of the promotion procedures gives us a vague but fairly uniform series of steps which seem traditional in most institutions. The promotion procedure usually starts with the department head, dean or director. The recommendation is accompanied by a vita and always a bibliography of the candidate's published articles, books, etc. Additional information is usually supplied by the chairman or department head. At this point the criteria for advancement are vague and confusing. In its efforts to control staff turnover, the administrative organization sets up a system of qualifications that attempt to guard against stagnation. These qualifications are usually known only to the inner circle.

Let us look at some of the criteria usually used in judging the competencies of the college instructor prior to awarding a raise in rank.

1. Teaching performance. The most difficult aspect of university services, from the point of view of evaluation, is classroom instruction. In many respects teaching is a rather tenuous person-to-person relationship and those who have to do with promotion don't really know what effect teachers have upon students -- whether they delight them with funny stories or easy assignments, bore them with monotony, or stimulate them to improve their quality of thinking. A pleasing personality may be of greater importance in the elementary teacher than in the college teacher. On the other hand the power of analytical thinking is of greater significance as a quality in the college teacher.

In a survey made at the University of Minnesota 1/ one of the major findings was that although teaching ability was recognized by all administrators and was mentioned as the number one quality desired, actually very little emphasis was placed on this ability as a factor in promoting staff members. This is primarily because ofjective measurements of this complex quality have not been developed. To be sure, some consideration can be given to student and staff appraisal, or to appraisal by persons outside the department but these appraisals are largely subjective. The instructor's influence on the student may not occur until after the student has left the college or university. To quote an oft-used expression, "It is difficult to estimate the amount and quality of intellectual yeast which may have been deposited, nor how soon it will begin to germinate or ferment."[1]

2. The quality most frequently given the greatest consideration as a factor in promotion is the individual's ability to perform research or to write scholarly books and papers. The main reason for great emphasis on this quality is the fact that publications can be evaluated more objectively than any other service which the faculty member performs.

Although a long list of publications may be impressive, consideration should be given to the type and quality of writings. Publications concerned with pure research or investigations into undeveloped segments of a field of study should be given great value, as this is one of the basic functions for which universities were founded.

Another type of writing is that of preparation of text books. Those of advanced college students should be given higher ranking because of

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1/ Eckert, R. E. and Keller, R. J., University Looks At It's Program, (R. J. Keller and J. E. Dobbins, "Faculty Promotion Policies and Practices,") University of Minnesota Press, 1954. p. 193-196.

accuracy and necessary detail, as well as in the scholarly ability to write them. Editorial compilations are next in rank of importance.

Articles published in professional journals and research publications should also be given a high ranking. Other writings that should receive consideration are abstracts, reviews, articles of popular nature and occasionally serious consideration may be given publications that popularize scholarly work.

In justifying further the reasons for giving publications such great emphasis in promotion let us analyze the individual. The validity of evidence, with respect to these qualifications for promotion, centers finally in the calibre of the candidate's intellectual and moral stature. Truly successful teachers must not only keep up with the latest developments in his profession, but he must make continuous contributions to the field, to the institution and to his colleagues. There is always a real need for creative and productive work. We think globally as well as locally. By means of his discoveries and publications, he helps to make his department known to the university and his university known to the nation. As educational institution must stand or fall ultimately on the quality of its products -- its graduates, its research and its public service. But good works alone are not sufficient. They must be dramatized and written about, explained and interpreted or else go unrecognized and unrewarded.

Any teacher who studies and teaches in a field for a number of years and who enjoys the opportunity to acquire a depth and breadth of knowledge that is not common to all of us, certainly should not be condemned or criticized because he writes about it, whether it be in the form of a series of articles or a text book. The discipline of planning, pursuing and publishing are significant factors that deserve and merit consideration in promotions. In L. S. Woodburne's study, "The Qualifications of Superior Faculty Members"1/ it was found that those who had been rated as superior had written articles and books regularly -- almost twice as often as the random group.

All too often many of us rationalize our failure to publish by insisting that we are more concerned with "good teaching." A man who devotes himself to advancing the frontiers of learning is not weakened as a teacher. His mind is alert and he is able to present new insights to his students. We should not frown upon him because he finds time to put his knowledge in written form.

Is not the expression "Pressure To Publish" all too often used as a cover--and excuse--for lack of professional advancement? On many campuses according to J. E. Owen2/ the pressure to publish is slight. The question of difficulty of getting into print is often bemoaned. Today the range of markets for publication is probably far wider than most faculty members realize.

1/ L. S. Woodburne, "Qualifications of Superior Faculty Members," Journal of Higher Education. October, 1952.

2/ John E. Owen, "This Pressure To Publish," A.A.U.P. Bulletin, Winter, 1954-55.

Additional factors such as administrative work, counseling, community activities, committee work, experience, etc., may be considered in governing professional advancement. However, there is no doubt that general practice throughout the country gives publication greater consideration. Faculty members are promoted primarily on the basis of tangible evidence than shows continual growth culminating in recognized leadership within his professional field.

It is only on rare occasions that one is promoted to the rank of full professor on his teaching ability, as this does not go much beyond the classroom. He must be an authority in his field and be nationally recognized.

Admittedly, this emphasis on publications may not be the best criteria for judging one's competencies, but it is the one objective method that is consistently used by those in the "driver's seat." We do not have all the measurabel characteristics about professors nor has there been any generally agreed upon criteria for the measurement of worth of a college teacher. These may never be developed to the extent of nationwide agreement.

Regardless of what you think and how you feel, your chances for promotion will be hastened only when the cold, bright eye of the administrator who, with yard stick and scales, approaches your bibliography with an eye to not only the quality but to the weight and width of the books and articles you have published. It is hoped that in the not too distant future his cold eye will give more attention to the quality of your scholarly work and less to quantity.

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PRESSURE TO PUBLISH; AN ENIGMA

M. J. Gary
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(Summary of comment during a panel discussion of the topic ''Contribution to Literature and Professional Advancement'' at the meeting of the C.P.E.A. at Daytona Beach, Florida, on December 29, 1955.)

When King McCristal invited me to serve as a member of this panel and to express the views of a person who has had experience in teaching and administration but who may not have written extensively for publication, I suspected that he considered me a logical person to represent the illiterate and less facile members of our profession who have had very little material published. If literacy is measured by books and professional articles published, and my articulateness is measured by my presentation on this panel, Mac could not have selected a person better qualified than I.

It is suggested that I discuss ways by which professional advancement may be furthered other than by publishing books or articles. Obviously, if I represent those in our profession who are not distinguished by the amount of work published, I speak for a considerable majority, all of whom must hope for professional advancement in some degree by means other than publication.

A report from the University of Minnesota indicates that promotions there between 1913 and 1931 were based on the following factors in order: teaching, 43.4%; productive scholarship, 27.6%; student counseling, 11.6%; administrative work, 11%; and public service, 6.4%.1/

The following criteria are proposed by the AAUP chapter at the University of Michigan for evaluation of faculty services: (1) teaching, (2) research, (3) standing in the profession, (4) personal qualities, (5) departmental and university administrative work, (6) public and community services.2/ The factors at these two institutions indicates marked similarity in evaluation of faculty services.

A subjective sampling of faculty opinion at our own institution indicated that the same items were believed to be considered by the administration in advancement of faculty members, although opinions varied regarding the importance of the several items mentioned.

1/ T. S. Chapin, Contemporary American Institutions, New York, Harper & Brothers 1935, p. 157.

2/ 'The Evaluation of Faculty Services', University of Michigan Administrative Studies, Vol. 1, No. 3, p. 9 ff.

I assume that we first must determine what professional advancement is. Certainly advancement includes promotion in faculty rank, increase in salary, recognition by administrative officers in assignment of responsibility, approval by one's colleagues and students as an effective teacher, elective or appointive office in professional organizations, invitations to participate in programs at district and national meetings, and opportunity to represent the profession as a speaker at educational conferences and assemblies, among others.

We assume that the discussion by this panel should be directed toward those among us who are ambitious and vitally interested in advancement rather than those who have ''arrived'' and are waiting for retirement. We should attempt to furnish a pattern which may be followed toward continual professional improvement rather than to attempt to emphasize the goal of a sheltered chair as a dean or as head of a department from which the occupant may look back in security on a life well spent. We must issue a word of warning to those younger members who may feel that the administrative position is the ultimate in professional advancement. There are probably few who have administrative responsibilities who have not looked back occasionally with longing to that comfortable teaching schedule of the early years when time could be found for recreation and trouble was not lined up continually in the reception room outside the office door.

We should not overlook the rather obvious fact that the most important person in the college is the student and that the person closest to the student is the teacher. As the teacher advances in his profession, he finds that the amount of time which he may give to direct contacts with students seems to decrease as his non-teaching responsibilities increase.

Probably one of the most frustrating situations confronting the young teacher is how to achieve recognition or even notice as a successful teacher by the dean or officer who will recommend promotion. Unfortunately, our educational system does not provide a positive and objective procedure for measuring effective teaching. Machinery is set up in some instances for self-evaluation, evaluation by the students, evaluation by fellow teachers, and possibly even cursory observation by the superior who will make the recommendation for promotion, but there seems to be no definite pattern by which the good teacher may be assured of recognition for outstanding teaching ability.

One requirement for promotion which should not be overlooked is advanced degrees. Very few teachers without doctor's degrees achieve professors rank in our major colleges or universities excepting occasionally one who is given professor's rank because of a special assignment. Advanced degrees may be achieved without demonstration of unusual writing ability but completion of a doctoral dissertation does indicate some knowledge of statistical and research procedures and ability to write with reasonable effectiveness if not entertainingly.

We know of few institutions where adequate time is alloted for writing and research to those faculty members who wish to participate, where adequate office space is assigned, where competent secretarial help is available, in short, where an atmosphere conducive to writing and research is provided. For the most part, it must be done ''after hours'' when the day's teaching schedule is completed, papers are graded, conferences with student's are ended, lectures or class work are organized for the following day, committee meetings have been attended, and community obligations have been met.

But many teachers have neither the inclination nor the ability for writing and research, but must rely for advancement on demonstration of superior teaching ability, capable performance of extracurricular assignments or tasks for which they volunteer, participation in public and community services, personality, or other contributory factors.

No one teacher can excel in all of these areas, nor can many teachers select one of these areas in which they may concentrate to the exclusion or others, but it is possible to direct one's activities to some extent to those areas in which he excels. If he is an ineffective teacher, obviously he cannot cover it up by spending all of his time in community activities because the class hour will inevitably roll around.

One factor which we haven't mentioned but which seems important is versatility. In these lush days of relatively improved salaries and demand for teachers, it is difficult to recall that less than 25 years ago all salaries of faculty at the institution at which I worked were cut 1/3 across the board and a number of people were separated completely from the payroll. Obviously this was at the other extreme from advancement but the same factors were involved in survival then that are involved in promotion now in the current ''sellers'' market. The ability to handle several jobs was important then and now. The specialist or expert in one area may expect promotion within his specialty but the versatile person may have more opportunities.

The effect of personality as a factor in advancement is difficult to measure but obviously is of considerable importance, especially to the teacher who is just entering the profession without a teaching record and with the usual preparation. Preparation is similar among all graduates who have followed a prescribed program of required courses, varying only in grades recorded. Letters of recommendation and reports on student teaching experiences are even more stereotyped. Personality, personal appearance, and social presence are important factors in selection by the superintendent for that important first job and they continue to be of importance in subsequent promotion.

But the most important factor and one to which we want here to give greatest emphasis in these days of lighter teaching loads, fewer contact hours, extra pay for supervision of extracurricular activities and the general reduction in the teaching load brought about by better organization or professional teachers, increased attention to and respect for the teaching profession by laymen and a relative shortgage of teachers, is that old-fashioned and early American program for advancement which still pays off, just plain simple work and the proper attitude toward it.

We are as lazy and lethargic as any, but we do decry and are concerned with the national attitude which is best expressed by that objectionable parting admonition "take it easy" which we heard to often in military service and still hear. Too many people are accepting it as a vocational program. Following the practice of many of the distinguished authors in our profession, I sought help from my graduate students in preparation for this discussion. Their average teaching experience was four years. I asked them to list factors which they believed contributed to promotion in the profession. Oddly enough, no one mentioned effort or work. Maybe it is so basic and obvious as not to need mention, but not overlook it as a factor in advancement in the profession. The willingness and ability to take on a few extra assignments, especially those which are considered undesirable, may be unusual enough to bring attention from the person recommending promotion. The attitude of some of the graduate students regarding promotion was disturbingly cynical.

Contribution to research and the publication of findings is of great importance to our profession. Written review of teaching experiences recorded in orderly fashion is also important in an interchange of ideas and methods. An obligation exists on the part of more members of our profession who have the time and ability to publish information which experience and practice indicates may be of value in the improvement of teaching and the upgrading of our profession. Too many of us are satisfied to be consumers rather than producers.

In summary, may we say that the pressure to publish is not an enigma. The pressure definitely exists. The person who has something to write which will advance the profession should write it. He may discover that he must acquire professional stature by other means before his writings are accepted as authoritative, but this should not discourage him. He will have gained professionaly by the review of material and the logical organization of his ideas which will be required for written presentation, whether or not his work is published. And the chances are good that if his material is worthy of publication, it will be published.

We do not believe that those who do not publish need necessarily perish professionally. A great contribution is being made by thousands of physical education teachers and administrators who not have the urge nor ability to write. Sincerity, work and dedication to the daily task of improving the physical and mental development of our people, and especially our young people, may bring a feeling of satisfaction and reward equal to the thrill of having written work published.

But the many members of the profession who have contributed little to research and to the literature in the field owe a tremendous debt of gratitude to those who have contributed of their talents, time, and effort to improve the stature of our organization, who have helped to establish those practices which research has proven effective, who have pointed out those proposals which have proven fallacious, who have recorded the history of our profession, who have developed the tools of our trade, who have helped to steer a course toward continual professional upgrading and improvement and who have given an effective pattern of procedure to those many hundreds of new physical education teachers who enter the profession each year. I apologize for injecting a personal note into this erudite discussion but in my moments of relaxation I write light verse. I have here a captive audience of physical educators and I have penned a few lines on the history of physical education. I am not proposing this as a sample of the factors considered in professional advancement at Western Michigan College but only as a leaven for this discussion. You will discover that only the last two lines make any sense and I may have to inform you when we reach them.

Let's roll back the years and let our minds wander
Back to the days of the Great Alexander,
When the Greeks' concern for strength and speed
Was geared to the objective of the nation's need.
There was reasonable pride in masculine muscle
And no person sneered at the concept of hustle,
And Demosthenes and Aristotle
Were pressing with logic the national throttle.
The Crecian leaders in education
Had never heard of integration.
The Norsemen and Gauls had not yet bowed
To the power of Caesar and his Roman crowd.
Jousts and skill with the sword and bow
Were the accepted routine of the weed-end show.

Came the Renaissance with its freedom newborn
Which sneered at the medieval as outmoded corn.
Jahn and Ling and old Guts Muths
Suddenly discovered the startling truths,
That the proper road to physical education
Could be trod only by regimentation.
And the Turnverein with emphasis formal
Was considered to be the training most normal.
Then Catherine Beecher and her calisthenics
Were accepted as the acme of rhythm mechanics,
Came Sargent's concept that human strength
Could be measured best by weight and length.

But suddenly out of the routine and drill
The voice of free play arose with a shrill
Demand for concomitant outcomes and aims
That could only be reached by a program of games.
Williams urged activities informal
Obedience to command was considered abnormal
Disciples were enlisted throughout the nation
Against the "whistle-blowers" and regimentation.
Williams held court in old York State
Along the Hudson with Nash, his mate.
Assisted by Brownell, Cassady and others
They dried the sweat from their muscular brothers.

And mental hygiene and safety and sex
Were solved at conventions so they'd no longer vex
The disciples of the new inanimation
Which some claimed was withering the legs of the nation.

Elmer Mitchell favored another variation
In the fields of intramurals and recreation.
The happy student found there was no need
To move around at the former high speed,
He could shoot his arrows and cast his flies
In a program which claimed to humanize.

But suddenly the Axis war machine
Challenged the disciples of the new routine,
The American youths who had trained in cars
And purportedly absorbed their rhythm in bars,
Were transformed o'ernight into army sad sacks
Trudging on foot with rifles and packs,
Thousands of miles all over the world
Wherever the stars and stripes were unfurled.
The scions of this soft and decadent nation
Which had taken the muscles out of education,
Out-stouted, outfought, outlasted the men
Trained from the cradle in drill regimen.
Mussolini, then Hitler, then Tojo were taken
Our boys lived on spam and brought home the bacon.

Back from the wars to school and college
Once again in search of knowledge,
Where philosophers talk themselves into condition
And shudder at the evils of competition,
Youth continues to fight and to play,
To develop and grow in the time-honored way.
And the members of the world's greatest professio
By precept and deed in daily session,
Inspire and lead the youth of the nation
To prepare for citizenship and vocation.
The methods are varied but the goal's within reach
So long as the teachers continue to teach.

PUBLICATION AND PROFESSIONAL ADVANCEMENT

Mark Wakefield
Indiana University

The value of research and publication as a measure or merit in higher education has been discussed at great length. As might be expected the most frequent references to this topic have appeared in the Bulletin of The American Association of University Professors.

In 1948 Carter[1] described the modern college professor as a martyr. Scholarly production was discussed in the various stages of Conception, Incubation, Composition, Publication, and Reaction. At no stage was it easy for the professor. The article was very clever and do doubt had some basis in fact. It should have attracted the notice of the promotions committee at his university.

Three years later Detmold[2] "rang the bell", so to speak, when he published in the same bulletin (A.A.U.P.) an article entitled "Advice to one entering the Profession From One Leaving it." In brief he told "Tom" that research and publication is the only sure road to success in teaching. You must publish continually and the most rewarding type of publication is research. His advice -- "All things considered don't be a teacher."

Early in 1951 in *Educational Forum*, Fatout[3] presented almost the same views. He attributed pressure to publish from administrators to worship of the Demon publicity which the average professor can serve only with his pen. He advocated publishing at any level. Books, articles, poems, stories -- but publish or get out, publish or die.

Hanway[4], in 1953, made a plea for good teaching. Good teachers and good scholars go hand in hand. You can't be one without the other. The modern university needs the services of many types of people on its faculty. The number of *average* students on campus is increasing by leaps and bounds. Professors are not all cut from the same stripe. The only denominator is love of knowledge and the ability to share it.

Redford[5] in 1953 criticized administrators for lack of understanding when they demand that each of the faculty publish or get out. He emphasized the great difficulty in getting material published once it is written. In many fields the supply so far exceeds the demand that the mathematical chance of getting material published is very slight.

In 1954 Owen[6] contended that the unwholesome features of the problem have been exaggerated. On many campuses he says pressure to publish is so slight as to be almost nonexistent. The plain fact is that good teaching does come to be known and respected -- teaching that is consistently excellent brings its rewards.

To some who have not kept pace with developments in physical education, it might be surprising that pressure to publish has invaded this field. To those who view physical education as development through activity it might seem that publication as a criterion of merit would have little validity.

I believe that most Administrators would agree with Hanway that we need the services of many types of people and that merit should be rewarded in whatever form it is found. However we are in dire need or research of the kind that can be applied so as to bring about improved programs, better methods of teaching and better ways of evaluating outcomes. So naturally the rewards are great for those who can produce fruitful research.

On my desk back home is a mimeographed Bibliography of publications by the faculty of Indiana University from June 1, 1954 to May 31, 1955. Eighty pages were required to list the titles of the publications for one year. There must be at least 100 universities throughout the country comparable to Indiana in this respect. That means 8000 pages of titles to publication in 100 universities. I would hesitate to guess what this would would amount to in the many hundreds of colleges and universities in the whole country. It appears that just as price support brings about over production in farm commodities, special rewards in the form of promotions and salary increases is producing great quantities of needless publications.

On the other hand, there need be no limitation on the amount of investigation by teachers and others in an effort to bring about better conditions.

One view holds that any individual who intelligently tries to find ways to improve a situation may be said to be engaged in research. This type of effort is sometimes known as action research.

In the December issue, National Education Association Journal, Gordon7/ describes an attempt by a group of teachers to find better ways to use their time. This kind of intelligent approach to problems might reasonably be expected of all faculty of higher institutions. Possibly this approach might eventually lead to better ways to deal with such matters as the towel and uniform problem -- better ways to evaluate and grade students in the service program -- a safe way to play touch football, etc, etc.

Too much stress is being put on the concept that research must contribute to our store of scholarly knowledge.

In physical education, research is far ahead of practice. Not many of us do half as well as we know how.

The business of administration is to get things done. Its only reason for existence is to make effective the program, Administration should recognize the value of research but let us also remember with Herbert Spencer that success in the world depends much more than upon information.

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PHYSICAL FITNESS EXERCISES

THE PROMOTION OF PHYSICAL FITNESS PROGRAMS IN THE HOME

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When I was asked to participate in this program I was very much tempted to decline. The temptation was particularly strong in that I am certainly not an expert in this area of physical fitness and I am perhaps less well informed as to recent developments than most of you. The fact that we do have an expert as a participating member of this panel, however, does furnish considerable comfort. My only justification for accepting this assignment stems from the manner in which the chairman has organized the program and distributed responsibility. He asked me to consider the problem of selling people on the importance of maintaining fitness. In this matter perhaps my ignorance -- my not being an expert -- will serve a useful purpose.

The task of this panel is to discuss ways and means by which a satisfactory measure of physical fitness might be achieved and maintained by the ordinary, average adult citizen as he goes about the daily business of living. The problem has been defined further as one of promoting fitness programs in the home. The assumption, of course, is that if any degree of success is to be achieved along this line, then the home will have to serve as an important center of physical fitness activity. The possibilities of getting any large proportion of the population to take the time and effort to patronize public and private gymnasium facilities is too remote indeed even if there were a sufficient number of them available. It occurs to me that the chances of getting people to engage in fitness activities in the home may also be remote.

Most of us, I think, will readily enough accept the physical fitness objective of physical education. However, there may be some among us who would question the methods by which physical fitness should be achieved and maintained. It may well be that those of you who throw up your hands in horror at the prospect of anyone deliberately exercising his body for the direct purpose of achieving some degree of fitness are right in your contention that activity of this type is unpleasant and perhaps even destructive of one's soul. There is undoubtedly within our own ranks many who are firm advocates of the position that if we do a good job in teaching vigorous sports and games, that if we truly succeed in this to the point where participation in such activities brings genuine satisfaction to the participant, then physical fitness takes care of itself.

This division of opinion is very real and perhaps some discussion should ensue that will help us in coming to some conclusions in the face of the realities of the situation. In any event the problem boils down to whether or not (if you will allow me the use of some educational jargon) we have faith in the physical fitness objective being satisfactorily reached as a concomitant in the physical education program.

If we can assume for the moment there is a need for attending to physical fitness needs directly through exercise programs of one type or another, we are faced with the question of how this purpose might be accomplished. Often we are deluded by the notion that if we can only succeed in getting more attention paid to this sort of thing in school programs, then the problem will be automatically solved. Some people like to depend heavily on the enactment of legislation and then rest on their laurels in smug satisfaction at having succeeded in further cluttering up the statutes. We are all familiar, no doubt, with the way curriculm committees at the college and university level ''solve'' their problems in the area of helping students develop attitudes and understandings, acquire knowledge, grow in character and in spirit, develop an inquiring mind, etc. The problem is ''solved'' by adding a new course and dropping an old one. Once the mechanical change is made and it is published in the catalog the search continues for new problems to ''solve''.

There is little genuine satisfaction to be derived from any solution of this type in the matter of promoting physical fitness. The ultimate test of worth must be applied at the level of application. Or to state it in the form of a question: To what extent are our efforts in this area actually effective in raising the general level of fitness of the people of our land?

Where considerable attention is paid to physical fitness in school programs of physical education the result in terms of our standard is often negative. The teacher who with the best of motives and intentions causes youngsters to run, to jump, to climb ropes, do push-ups and pull-ups and engage in many other activities of ingenious creation often does more harm than good in helping students to acquire some understanding of the importance of physical fitness in their daily lives. It is truly alarming to realize how blind and incompetent our practioners of physical education have been over the years. At meetings of this type we frequently hear complaints voiced to the effect that if more people had some little understanding of the purposes of physical education in school programs, we could expect to make some remarkable progress in marshalling support. It is incredible that we should fail to see that the blame for such a state of affairs rests squarely on those who complain.

The very people from whom we seek understanding and assistance stand before us as products of physical education programs through twelve and sometimes fourteen years. They have been on the firing line and have seen with their own eyes and experienced with their own bodies and minds. They have engaged in numerous games and in calisthenics. They have taken part in drills. They have changed from street clothes to gym costume and then back again too many times to remember. They have answered the roll. Too few know why they did any of these things Too many thought it ''much ado about nothing.''

The danger, of course, in our school programs of physical fitness is that we will succeed only getting students to perspire freely, burn many calories, and develop an intense dislike for activities in which they were forced to engage literally at gun-point. This problem is not peculiar to physical education or physical fitness. The teacher of English who is an artless performer as a teacher finds it extremely difficult to understand why his students abhor English literature. He reiterates his noble aim of helping students to better understand themselves and others through an acquaintance with some of the truly great works of the past and present. He complains that although he seeks to load them in making discriminatory choices in their reading for pleasure, there seems to be some evidence of a great perversity among the youth of the country as witness their addiction to comic books. And the answer is not particularly elusive when one sees a test he has just given and one of the questions seeks to find out if the students know whether Moll Flanders was wearing a blue dress with sequins or a lavender dress without buttons at the time of her incarcaration in debtors prison.

Thus we are in mortal danger of assuming that the job is done if we succeed in interesting school boards and superintendents in physical fitness and if we succeed in getting a firm commitment from and sincere dedication to this phase of physical education from the members of our own profession. We might well benefit from the results of a re-examination of what it is that we are trying to accomplish in the area of physical fitness in school programs. Are the real and lasting benefits to students to come from their achieving some degree of fitness under duress with little understanding of why? Or should we be more concerned with getting students to think about the matter of fitness and come to some understanding of its importance with actual participation in fitness activities serving as laboratory experiences for purposes of example rather than as end results? The kind of decision one reaches with respect to these points of view has a tremendous implication for method.

The classic question which has been asked of advocates of physical fitness time and again is: "Physical fitness for what?" The answers have not been particularly satisfactory. Dr. Earl Kleinschmidt, in a 1953 issue of The Journal of School Health, asks the same question and comes to the conclusion that "in itself the term is practically meaningless since there is no yardstick to define it. . . ."1/ Our failure over the years to answer this question satisfactorily has been a veritable stumblingblock placed squarely across the path of those who have been most active in attempting to generate interest in and acceptance of physical fitness as an important requisite in the pursuit of "the good life".

We might get a little insight into the nature of the problem if we should eavesdrop on a portion of a conversation between an enthusiastic advocate of physical fitness and a skeptic. Perhaps we would hear the following:

1/ Earl Kleinschmidt, "Physically Fit for What," Journal of School Health, June, 1953, p. 207.

''Until you have experienced what it is to be physically fit, you are only half alive. Here you are living out each day of your life without ever knowing how good you can feel.''

The skeptic replies, ''If I felt better I think I would scream. How do you know how good I feel? Besides, you have never been out with me on a Saturday night. It would be a crime for me to feel any better.''

The advocate is only slightly amused by this feeble attempt at wit and flippancy. He plunges on. ''All right, that may be true, but you must admit you need a certain amount of strength, endurance, and general physical fitness just to meet the normal requirements of every-day living.''

The skeptic replies, ''I'm doing fine. Sometimes, though, I think that maybe I'm too fit. Every day I find that someone has succeeded in inventing a gadget that will allow me to depend less on my physical strength and prowess. What's the matter with you? Where have you been? Haven't you heard of the push-button age which is just in the offing? But just for the sake of argument, tell me -- what specific amount of physical fitness do I need?''

''Well, that's hard to say. But you never know when you will be faced with an emergency that requires your best physical condition," he replies. ''In spite of your push-button age you might find it necessary to escape from the fifth floor of a burning building. Your life and the lives of others might depend upon it. Or, you might need to travel on foot as fast as possible to get help in the event of an accident. Or, you might need to lift a heavy object of your push-button age which threatens to crush out the life of some one you love.''

"All that you say may very well be true," our skeptic readily admits, ''but what if I need to escape from the twentieth floor of a burning building? Or what if I need to travel fifty miles on foot? Or what if I need to lift a ten ton object from a loved one? If you can assure me that I could get in good enough condition to meet any emergency that might confront me, I might be interested. Can you?''

''Now that isn't what I meant and you know it. It's just that you owe it to yourself and others around you to be as physically fit as possible so that you are able to meet emergencies within normal human limits.''

''But,'' the skeptic continues, ''I read the other day where some weight lifter hoisted up more than seven hundred pounds. And some girl swam across Lake Ontario, I think it was. Should I strive to do these things, too?''

''Of course not,'' the advocate replies rather testily, ''you're being ridiculous. It's simply that you need to develop yourself in terms of your own capacities.''

''Do you mean that I should develop my physical capacities to the maximum and keep them at that level against the bare chance that I might be called upon to use them in an emergency with which I might not be able to cope in spite of all my preparation? How much time and energy would I have to invest in such a project if I were to take you seriously? How would I know when I had reached my maximum capacity?''

The advocate somewhat on the defensive replies, "I did not say that you should develop your capacities to the maximum. You said it. I think it would better to reach an optimum physical condition in relation to your own capacities. I don't know what your optimum is. You would have to find that out for yourself."

"Well who does know? Besides if it's only an optimum I should achieve, whatever that is, what about those emergencies of yours?"

Unfortunately the two move off out of earshot, but it is obvious that the conversation is far from over.

Although what we overheard may only be the ravings of two quarrelsome individuals merely passing the time of day, a similar conversation between two more intelligent and better informed individuals might be equally as futile. Our failure to satisfactorily answer the question -- physical fitness for what? -- has resulted in a hodge-podge of reasons being advanced in the cause of physical fitness and much enterprise without benefit of direction. There is reason to hope that we may be emerging from the wilderness.

The recent work of Dr. Hans Kraus and others of the Institute of Physical Medicine and Rehabilitation, New York University-Bellevue Medical Center, gives promise of pointing the way. It has been assumed for a long time that there is a strong positive relationship between physical fitness and health. And there is a good bit of evidence to support this assumption. However, we have suffered from our inability to readily identify for a particular individual a minimum fitness which is essential for him to function efficiently. Kraus thinks he may be on the track of answering the question: "What is the minimum of strength and flexibility necessary for health?"

From research conducted in the Low Back Clinic of the Columbia Presbyterian Hospital, Dr. Kraus finds a strong relationship between low muscular fitness and the frequent orthopedic disability: backache. He states that:

> We have the impression that insufficient exercise may cause the dropping of muscle efficiency levels below that minimum necessary for daily living. The same lack of exercise may cause inadequate outlet for nervous tension.
>
> Lack of sufficient exercise, therefore, constitutes a serious deficiency comparable with vitamin deficiency. Prevention of this deficiency is an urgent need.2/

As we all know he conducted extensive studies of muscular fitness of American school children and found an alarming deficiency. His study which compared the muscular fitness of American children with European children was given widespread newspaper publicity.

The importance of his work to us, in addition to its propaganda value, may reside in the identification of a level of minimum fitness and the

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2/ Hans Kraus and Ruth P. Hirschland, "Muscular Fitness and Health," Journal of the American Association for Health, Physical Education, and Recreation, December, 1953, pp. 17-18.

development of a simple and easily administered technique of measurement.

The findings of Dr. Kraus have undoubtedly caused the pot to begin to boil. In addition, there is much other evidence that the matter of exercise and physical fitness if of interest to the American public. If one were to thumb through some of the popular magazines of the day, he would find that there are many articles on exercise and fitness appearing in such periodicals as *The Saturday Evening Post*, *Cosmopolitan*, *McCall's*, *Look*, and *The Woman's Home Companion*.[3] A show of interest, however, is a far cry from a show of action. The experience of the National Tuberculosis Association is a case in point.

The National Tuberculosis Association has had the benefit of much publicity over a period of many years, and there are few in the country who are totally unaware of the ravages of TB when undiscovered and unchecked. Moreover the TB Association has advanced its cause to the point where a free service in the form of a chest X-ray is available to one and all at no cost. On this, too, there has been much publicity. The following figures reveal that there is a tremendous gap between getting a hearing and getting people to act:

SOUTH CAROLINA

Year	Total Number of X-Rays	Potential Population of X-Rayable Age
1948-1949	159,023	1,075,681
1949-1950	106,906	1,032,969
1951-1952	111,723	878,511
1953-1954	118,716	722,294

UNITED STATES

1946	6,000,000
1950	15,000,000
1951	13,000,000

Here, then, is a free service involving but little time and effort but once a year, yet only a small fraction of the people take advantage of it.

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[3] R. H. Bert, "Exercise Can Help your Heart," *Look*, December 14, 1954. C. Bird, "Exercise Can Kill You," *Cosmopolitan*, June, 1953. H. R. Cades, "It's Exercise and It's Fun," *Woman's Home Companion*, January, 1955. "Five Minutes a Day to Keep Fit," *McCall's*, January, 1955. H. Henderson, "Are We and Our Children Getting Too Soft?", *Cosmopolitan*, February, 1955. W. H. James, "Effect of Strenous Exercise on Blood Vitamin A and Carotene in Young Men,", *Science*, November 20, 1953. R. Knight, "Do You Need Exercise?", *Saturday Evening Post*, May 23, 1953. L. Lageman, "How You Can Exercise Without Moving", *Cosmopolitan*, May, 1954.

The American Red Cross, I am sure, would also attest to the fact that despite almost unanimous agreement among the people of this country that an adequate supply of blood plasma should be maintained for emergency use, only a small proportion of the population sees fit to support their convictions by action. Even the scheme that credits an indiviual with blood in the bank against the time when he or his family may be in need has failed to produce a sufficient response.

These are hard facts which must be faced in considering the extent to which we might expect to be successful in any program designed to get the American people to act upon the matter of achieving and maintaining a minimum level of fitness. In the light of these facts it would appear that there is little hope of affecting an immediate and permanent change in the behavior of any large number of people with respect to fitness. On the other hand, there may be reason to believe that some encouraging progress might be made on a long range basis. First, if we can rely on Dr. Kraus's findings, what we do in the name of physical fitness will have more point and direction. The relationship between health and physical fitness will be more firmly established and more readily comprehended. The answer to the question -- physical fitness for what? -- will be more satisfactorily answered. Second, if we can rely upon the measure of muscular fitness developed by Dr. Kraus, we will have a simple and easily administered technique for determining minimum levels of fitness.

Our best hope for success rests on what we are able to do with respect to fitness in all levels of school programs of physical education. Mere movement, however, should not be mistaken for progress. The whole answer does not depend upon our getting legislation passed, on our success in getting physical fitness a place in the sun in school programs of physical education, on our getting young people to participate with much vigor but with little understanding and acceptance.

The extent to which any appreciable proportion of the people of this country seriously consider a home fitness program is directly related to the degree to which they have developed attitudes and understandings which will give real meaning to their taking part in such a program. It is reasonable to hope that if we know what it is we are trying to accomplish in the area of physical fitness, and if we will not keep this trade secret from those whom we are trying to help, we might experience an encouraging measure of success in the promotion of physical fitness programs in the home.

THE PROMOTION OF PHYSICAL FITNESS EXERCISES IN THE HOME

C. H. McCloy
State University of Iowa

When in school, physical education is usually (1) required, (2) planned, organized and scheduled, (3) facilities are available, and (4) there is expert leadership. When the student leaves school, usually none of these items holds. In most communities there are (1) almost no facilities in proportion to the number of post-school-years population; (2) almost nothing in the line of a physical fitness program is planned, organized, or scheduled; (3) there is almost no skilled leadership directing its attention to this problem; and (4) it is certainly not scheduled. The only exception to these statements is in the case of a few facilities operated by the YMCA, YWCA, athletic clubs and a few playgrounds. These are usually not enough in number to care for more than about 5% of the population.

We talk about sports and their value as carry-over activities, such as tennis, swimming and golf. Let us be realistic:

First there are almost no swimming pools in a vast majority of communities. In the state of Iowa, for example, with 931 different communities, there probaly are not over 100 swimming pools. A vast majority of these are concentrated in the larger cities. Very few of the communities of 5,000 and under (ninety-five percent of the total number of communities) have swimming pools at all. Swimming is not much of a carry-over conditioning activity. In general those who do swim, seldom swim over twenty or thirty times a year -- certainly not enough to contribute to the promotion of physical fitness.

If a tennis court were to be used for doubles every hour from six in the morning until eight at night, it would care for only fifty-six people a day. Actual counts show that very busy tennis courts seldom care for over twenty-five people per day. In the city in which I live, Iowa City, there is a population of 20,000 exclusive of university students, and there are seven tennis courts to serve this population. Roughly 9,000 of the population are between eighteen and forty-five and the biggest demand on tennis is apt to come from the sixteen to thirty year old group.

Golf is an activity that is seldom played by any given individual more than twenty times a year. One golf course, however, can for a weekend of golf care for a fairly large number of people (a theoretical maximum of 1,200 persons per full day). All of these activities however, are primarily summer activities, and almost nothing is available for use in the winter.

Just to envisage a little more accurately this sports-facilities problem, if half of the population between eighteen and forty-five, plus half of the junior and senior high school children below that age, want to play at some sport three times a week, for each 10,000 of the population -- diversifying the sports a bit -- there would be needed approximately three swimming pools, four golf courses, four baseball diamonds, ten tracks, twenty gymnasiums, twenty volley ball courts (aside from those in the gymnasiums), twenty softball diamonds, ten touch football and soccer fields, 200 tennis courts, 200 badminton courts -- and this would be for just half of these people. Obviously few communities are going to supply such facilities. It would seem therefore, that sports alone are not the answer. It is doubtful if there are sport facilities for five percent of the secondary school population and the adult population of sports-playing age.

Many of us have for the last thirty years taught that just plain calisthenics at home or elsewhere -- was "unnatural" and deadly boring. It was almost a personal foul to admit teaching it or participating in it. As a result -- most people retire physically as soon as they finish their required physical education in high school or college.

What can we do about it?

For the next thirty years at any rate we certainly can not depend on sports for the physical conditioning of at least half of the adults, plus secondary school youngsters. We will not have the facilities. What can we do?

For the most of us beyond-school-years adults, if we are going to "get in shape" and keep that way, like it or not, we are going to have to exercise at home -- just plain, "unnatural" calisthenics of some kind or other with or without weights or resistance. We have been told by many leaders in physical education that this is "not in harmony with the American way of life". Perhaps not: the American way is, "Don't go anyplace if you can not park within three blocks!" But in European countries many people love exercise, particularly well taught gymnastics. What is so different about the original nature of a Swede in Sweden and the Swede in Minnesota or Wisconsin? Simply that in Sweden the schools have sold them on gymnastics, in the United States we have tried to persuade them that it is almost immoral to engage in it!

What about the accusation that it is unnatural? Let us answer with another question. What is natural about the western roll or the pole vault or throwing the discuss in track and field athletics? Anything that one does in golf, that is natural, is wrong! It is natural to press, to look up, to cut across the ball, and -- apparently -- to slice! On the other hand it is natural to want to be in good physical shape and to want to be healthy!

How can we go at it?

1. While we are in school we are not taught how to exercise for carry-over purposes. There we teach the kind of calisthenics (if we teach it at all) that is good in a gymnasium. How should they do it at home?

For those who want to exercise at home, usually after they get up in the morning is the best time. The individual is undressed. He is not tired, and it should be a very convenient time. However (try this tomorrow morning) when he gets out of bed and starts to exercise, he feels a complete unwillingness to continue. He has no energy, and exercise for the first few minutes, at any rate, makes him feel terrible. So he generally says, ''Not today: I'll try it tomorrow morning.'' What has happened of course is that while he was asleep the blood accumulated in much greater quantities than is true in the daytime, in his splanchnic area -- that group of blood vessels serving the digestive system and the liver. As a result the blood pressure out in the peripheral circulation is lowered. When he gets out of bed, gravity pulls some of it out of his head, he has a temporary brain anemia and feels terrible. So -- he postpones it. There is an extremely easy way to overcome this. This is simply to take the first six to eight exercises while still lying in bed. This group of exercises should include exercise for the abdominal region. This warms him up, and squeezes the blood out of the splanchnic area and into the peripheral circulation, and the individual upon rising from bed feels as energetic as he will in the middle of the afternoon. He can then add some more strenuous exercises. Fifteen minutes a day of this will usually keep him in pretty good condition. If the individual is traveling on a pullman, he can do the bed exercises three times and will have a pretty good workout. Below is a typical outline for young and middle aged people. Here after the eight exercises done in bed there are nine exercises to be done after the individual gets out of bed. These are arranged in groups, many of which have two exercises in the group. The first is the less strenuous one and might be undertaken by mama. The second is more strenuous and should be undertaken by papa. In otherwords it is a family outline. If however, papa has gotten completely out of shape, he can do mamma's exercises until he gets into better condition.

Note: ''S.P.'' means ''Starting Position''
''Mov.'' means ''Movement''
Note: Do first eight exercises in bed before arising.

I. These exercises to be done in bed, on back:
   1. ''Stretch'' hard several times.
   2. a. Raise chest as high as possible, pulling in abdomen.
      b. Lower chest, pushing out abdomen. 8-12 times.
   3. If there is something to grasp on head of bed, such as sides of head of single bed, or vertical rods, grasp it about one foot above pillow. Press hard downward with hands, arching upper back. If no place to grasp, double fists and place each on pillow beside head and press elbows toward head of bed, arching upper back. 8-12 times.
   4. Place one fist in palm of other hand, hands close to front of chest, shoulder height, forearms in line, shoulder high. Press hard, first to one side, then to the other, resisting with other arm. 8-16 times.
   5. Arms sideward, forearms flexed in front of upper arms, fists clenched. Pull hands apart as though pulling on a spring, pressing elbows hard against bed -- inhale. 8-16 times.

6. Keeping lower back on bed, "curl head and trunk forward and slightly to left, trying to touch left knee with right hand. Return to supine position and repeat to opposite side. 8-32 times.
7. Tense thighs and legs hard and relax. 16-30 times.
8. Hands clasped behind head, feet on bed about 1-1/2 feet from hips. "Bridge" on head and hand and feet. 8-20 times.

Now get up.

II. General Warmup Exercise:

1. Squat rest and up

S. P. Standing, arms over head

Mov. 1. Lower body to squat rest position, squatting fully down, hands on floor in front of feet.

2. Return to starting position, stretching high.

III. Arm and Shoulder Exercises:

1. Knee Push Ups (better put a pillow under knees)

S. P. Lying face down on floor, hands on floor beside shoulders, elbows close to sides, knees bent at right angles.

Mov. 1. Push up with arms, keeping body straight from knees to shoulders.

2. Recover to starting position.

3. Repeat 1.

4. Repeat 2.

or

2. Push-ups

S. P. Lying face down on floor, hands on floor beside shoulders, elbows close to sides, weight resting on toes, hands, and chest.

Mov. 1. Push up with arms, keeping body straight from feet to shoulders.

2. Recover to starting position.

3. Repeat 1.

4. Repeat 2.

IV. Back Exercises:

1. Bend and Arch

S. P. Standing, feet in side straddle position, hands on hips

Mov. 1. Bend forward at waist, bending the back as far down as possible. Keep knees straight.

2. Straighten trunk to a position of a forward forty-five degree bend, upper back as straight as possible, and chin pulled in and back as much as possible.

3. Repeat 1.

4. Recover to starting position.

This exercise should not be done fast. It can be made more strenuous if the hands are held behind the head.

or

2. Back Lifts
   S. P. Lying face down on the floor, hands clasped behind head, elbows high from floor.
   Mov. 1. Raise chest and legs (with knees straight) from the floor, pulling head and elbows back hard.
   2. Recover to starting position.
   3. Repeat 1.
   4. Repeat 2.

V. General Exercises:
1. Mountain climber
   S. P. Hands on the floor, leg (left) at the squat, right leg extended backward fully.
   Mov. 1. Exchange position of feet with a jump.
   2. Again exchange position of feet.
   3. Repeat 1.
   4. Repeat 2.

or

2. Squat Thrust
   S. P. Standing.
   Mov. 1. Squat rest position (knees bent, hands on floor in front of feet).
   2. Thrust both legs backward fully.
   3. Return to first position.
   4. Return to starting position.

VI. Shoulder Posture Exercises:
1. Shoulder Puller
   S. P. Standing, trunk inclined forward forty-five degrees, arms forward, palms down.
   Mov. 1. Swing arms sideward and backward, at the same time pulling chin back hard; then relax slightly.
   2. Again pull arms backward hard, pulling chin back, and again relax.
   3. Repeat second count.
   4. Return to starting position.

   This movement is a slow one, strongly executed.

VII. Side Bend
   S. P. Feet in side straddle position, hands behind head.
   Mov. 1. Bend sideward left.
   2. Return to starting position.
   3. Bend sideward right.
   4. Return to starting position.

AND

2. The Bobber
   S. P. Feet in side straddle position, hands on hips, trunk erect.

Mov. 1. Bend forward, with knees straight, and try to touch the floor between feet, and then relax slightly.
2. "Bob" downward, and touch the floor about six inches farther forward, and again relax slightly.
3. Again "bob" downward, and this time touch the floor still farther forward, and then relax.
4. Return to the starting position.

(Note: In doing this exercise, the performer will touch the floor farther and farther forward, but always with the knees straight. Those who cannot touch the floor at all will go down as far as possible without undue strain on the backs of the legs.)

VIII. Leg Exercises:

1. Full Squat

S. P. Standing

Mov. 1. Bend both knees fully, with trunk erect. Swing arms forward at the same time for balance.
2. Return to the starting position.
3. Repeat 1.
4. Repeat 2.

(Note: For older people or those who are too heavy, this exercise can be done with less dosage and with less strain on on the knees if the feet are separated about twelve inches, and with the toes turned out somewhat, the squatting being done with the feet flat on the floor.)

or

2. Stationary Run

S. P. Standing

Mov. Do a running movement in place, lifting knees to the height of hips, and swinging arms vigorously in the normal running movement. This should be done until the individual is moderately "winded". This is an excellent exercise and should be used if practicable. (A fat man can shake the plaster off downstairs!)

AND ALL DO

3. Toes and Heels

S. P. Hands on hips, feet separated slightly and toes pointed inward about thirty degrees.

Mov. 1. Rise on toes high and hard, and inhale, pressing downward on hips with hands.
2. Drop heels to floor and rise on heels hard, exhaling fully.
3. Repeat 1.
4. Repeat 2.

Start with about six repetitions of all but VIII 2 (do this one until mildly winded). Work up by adding one repetition per week until doing 20 repetitions if under 45 and 12-16 if over 45. Do stationary run until mildly winded.

BE SURE YOU ARE ORGANICALLY SOUND BEFORE YOU BEGIN THIS, and don't progress to fast unless you are in pretty good shape now.

We have prepared exercise sets like this for individuals sixty-five years of age or over (and those who feel like they were sixty-five!), and a set for individuals who would like to work out in the morning with barbells or dumbbells to get more dosage in a hurry.

As the individual gets older he frequently has shortening of the fasciae. He finds difficulty touching the floor without bending his knees and often times finds difficulty even straightening his knees immediately after getting up from a chair. At this point the individual may need some stretching exercises. At the State University of Iowa we have also prepared those and have them available.

It is suggested as well that individuals relearn the art of walking. It is surprising how much exercise one can get in walking a mile at a good brisk pace. There are probably some people in this room who haven't walked a consecutive mile a month in the last ten years.

First we need to teach types of exercise in school such that when the individual gets out of school he will know what to do. If he forgets the exercises he has been taught, they should be available at the Department of Physical Education in that college or university so the individual can write and get them, and would then quickly remember the ones he had formerly learned. For this purpose they probably should not be changed every year, but a good set composed and kept.

Along this line it would probably be extremely helpful to prepare an outline of physiology of exercise -- much like that prepared by Dr. James W. Long of Wake Forest College in North Carolina, which he has had printed in their Students' Handbook. This gives the individual in a relatively short space, and without having to read more than half or three-quarters of an hour, a pretty good idea not only of what exercise will do for him that is beneficial, but it also gives him an intellectual basis for doing it.

To summarize this part of my proposals, I feel that we need to teach them how to do it; to teach them not only what to do at home by himself but what he, his wife and children could do as well. For those of you who are sufficiently interested to write for copies at the State University of Iowa, we would be glad to send you copies of the outlines we have.

2. What about sports, and what the British call "Physical Recreation?" This is the type of recreation that has in it physical fitness values. In some European countries, particularly Sweden, Denmark, and England, there is a great deal of promotion of this type of activity in the form of clubs. For example Sweden has a center for training volunteer leaders for athletics and gymnastics clubs, located on the outskirts of Stockholm. This is supported financially by the Ministry of Education all the year around. The man in charge of it, Mr. Pontus Lindberg, and his assistants, run courses for the training of leaders in voluntary club work. As a result Sweden with a population of 6,700,000 has over 20,000 sports clubs. These of course are not exclusive. By that I mean it

is not one person to one club. The same individual may belong to a skiing club and a skating club in the winter, he may belong to a gymnastics club all the year around, he may belong to a swimming club for the spring and summer and he may belong to an orienteering club for activity whenever the weather is suitable. There are 2,800 gymnastics clubs for instance, and the average membership is about 1,000. About 500 of whom are regularly active about three times a week.

In England, the Central Council for Physical Recreation has three centers for training leaders and in addition they send expert teachers or coaches out to individual centers that are planning to start a club or some sort. For example if some town decides to build half a dozen tennis courts and to form a tennis club but does not have a tennis professional, the Central Council for Physical Recreation will send an excellent tennis coach to stay there for several weeks, train them in better tennis, show them how to organize their club and get things under way, also showing their best players how to coach. I have been unable to obtain statistics from England, but my best guess is that at least 30% of their adults throughout England are regularly engaging in some type of activity. This Central Council is also financed by the Ministry of Education.

It would probably take us twenty years to get anyplace in the United States with this type of organization. We have no "Ministry of Education" to set the pace or to finance the training. I think I have a solution that is more practicable for us. In addition to playgrounds, YMCA's, YWCA's settlement house gymnasiums, etc., why should we not take steps to decentralize physical recreation generally? A large proportion of the people in our country live in homes that have back yards. A small number are cave dwellers living in apartment houses in cities like New York, Chicago and Minneapolis, but even in those communities in the suburbs people have open spaces. Iowa is a state with a large number of small communities, but so are numerous other states from the Alleghanies to the Rockies. In Iowa 60% of its 931 communities are under 500 in size. 80% are under 1,000. 95% are under 5,000 -- and about here the recreation people start becoming interested. Of the other 5%, one third of the population lives in the 22 cities that are over 25,000, but in these communities -- such as in Des Moines -- probably 90% of the people live where they have yards.

First one can consider sports for the living room. In the outline appended at the end of this article are listed numerous activities that can be done even in one room. For those who would like to do something in the evening in the nature of a sport there are numerous activities that could be done in the living rooms. For example one could play a game of deck tennis using a bean bag instead of a rope ring, and a string or small rope stretched between the backs of two chairs, and with the living room rug as the court. One must admit that this could become boring after a while, but there are other things that can be done. One could select balloon volley ball, parlor badminton,[1] hand wrestling and pingpong.

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[1] C. H. McCloy, "Featherball and Parlor Badminton," Journal of Health, Physical Education and Recreation, Volume 20, September, 1949, p.470.

When the weather is favorable for out-of-door play, selections from the yard activities can be made. Suppose there are ten homes around one block and that four of them will cooperate. In this block one yard might offer archery, one might offer badminton, and/or feather ball,[2] one could have volleyball marked off for one on a side, also for three of four on a side, and one might have fly or bait casting. In the next block four more yards might offer clock golf, one-wall handball against the garage, desk tennis, and Newcomb. Four yards in the third block might offer tether ball, golf driving with plastic balls, lawnbowls, or boccie. There might also be some football passing. Some woman who did not mind the screaming of happy children might have swings, a teeter-totter, and a sand box in her back yard so the youngsters of those desiring to play in some of the other yards might congregate and entertain themselves.

Obviously there could and should be much visiting back and forth. We shoot with archery set with the Joneses today. Tomorrow we play volley ball with the Browns. We play catch with Mr. Olson the next day and the next time shoot baskets against the garage backboard with the Smiths. The important thing is that the back (or front) yard recreational facilities be planned in yards all over town -- and we not just depend on watching a softball game conducted twice a week at the ninth street playground, with perhaps 200 people watching.

To this end the games should be adapted for co-recreational purposes. A good illustration of this is the game of feather ball. This is played on a badminton court with a bird that is as large around at the nose as the handball,[3] and with six turkey feathers 8-1/4" long. If a man and a woman are playing, the man uses handball gloves, and the woman, if she is not very adept, uses a steel badminton racquet. If she is a little better, she may trade this for a paddle tennis paddle. These implements increase the woman's reach from one to two feet, and give her much more force and accuracy in hitting. The probability is that within a few weeks the woman will be defeating the man consistently. There is no longer the excuse that, "I can't stand playing with a woman." The game is also well adapted to doubles.

Another method of handicapping may be illustrated by the one-on-a-side volley ball, or by deck tennis. In these games an inner court is marked with lines 80% as long as those of the outer court. The woman plays the inner court and the man plays the outer court, thus equalizing the differences in reach and speed of woman and man. In volley ball, in addition to that, the woman may take two hits while the man may take only one.

One may also arrange for blocked off streets for roller skating or folk dancing to the phonograph and perhaps for games of goal-hi. Clubs also have much to offer and a suggestive list of a few are given in the outline appended.

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[2] C. H. McCloy, loc. cit.

[3] The bird can be secured from the Sells Aerial Tennis Company at Kansas City, Missouri.

My suggestion is that we teach many of these carry-over sports in our schools so that pupils in school before what the British call "leaving age" -- in this country frequently sixteen years of age -- will have learned what to do at home and how to do it. In the North these sports can be engaged in about eight months a year; in Florida twelve months. One needs to organize the town. Bernard Erdman, motivated by a requirement for obtaining a master's degree in physical education, organized the town of Lisbon, Iowa, -- 1,000 population -- in one year. In that year he was able, with the cooperation of a very hard working committee and with the local weekly newspaper, to persuade the people not only to utilize the high school playground and another playground lighted by the American Legion, and a large lighted horseshoe-pitching area provided by a tavern keeper, to the extent that 17% of the back yards provided recreational facilities. This is about one yard in six.

Most recreation departments are too wedded to playgrounds and gymnasiums only. We should have these -- and more of them plus other facilities, such as tennis courts, etc., -- plus decentralized recreation. It would cost anyplace from $400 to $3,500 to build a good regular tennis court. It probably would cost not over five dollars to build a featherball court in one's yard plus racquets or paddles and birds (one bird will last for 100 games). It would probably cost not over two or three dollars to build and line a deck tennis court.

This, in general, is a new idea, but one that could result in almost half of our adults from the just-out-of-school age to sixty to playing fairly regularly -- and perhaps taking morning exercise at least three times a week as well.

This does not mean of course that all recreation should be physical recreation. Many will still like, in addition, to play bridge; to go to see plays that they do not compose or participate in. They will see football games where they exercise only their own arms and vocal cords. Many will install television and be under continual pressure from then on to retire intellectually. I am not advocating less of a non-physical recreation -- probably there should be more of this if there is time to spare. This should be in addition to the physical exercise and physical recreation, both decentralized and centralized.

Can we do it? I think we can. We need to teach it in school, organize it through recreation programs and to engage in it ourselves (this may be a radical idea, expecting all physical educators to exercise!).

I should suggest that all of us examine our programs. Do we give our students any real take-home-play that 90% after school years, could readily use? If not, why not?

Home, yard, street and neighborhood exercise and physical recreation.

The following activities may well be used at home and in the yard and in neighboring yards for healthful exercise and physical recreation for persons of a wide range of ages. These activities are not to replace the playgrounds, but to supplement them. This is a program for decentralized recreation. Teachers of physical education and recreation leaders can readily supplement this list by adding many other activities.

T = activities which should be taught in the school gymnasium classes even before the end of the junior high school. D = activities which should be demonstrated from time to time.

I. Exercise in your room
    Calisthenic exercises without apparatus
    Calisthenic exercises with dumbbells (3 to 10 pounds in weight)
    Exercises with barbells (usually from 30 to 75 pounds)
    Exercises with springs or rubber cables
II. Exercise or sports for the basement play room
    All of the above
T- Archery with miniature target set against a bale of hay
    Bag punching. Try it to the music of the phonograph.
    Balloon volleyball (2 or more persons)
    Darts
T- Deck tennis
D- Deck tennis with bean bags
    Golf driving into a blanket hung on the clothes line
    Golf putting on the rug
    Pingpong
    Rope-ring quoits (played like horseshoes)
    Rubber quoits
    Shuffleboard
III. Exercise or sports for the yard (spring, summer and fall)
    All of the above
D- Aerial tennis
T- Archery (30 to 40 yards range)
T- Badminton
    Bait casting
    Basket shooting (basket against the garage)
    Boomerang throwing
    Boccie (an Italian form of bowling on the lawn -- if you have a very smooth lawn)
    Croquet
    Fly casting
D- Golf games
        Clock golf (a putting game)
        Driving plastic balls
        Pitch and put
D- Horseshoes
    Lawn bowls (if lawn is very smooth)
T- Newcombe (throwing a basketball back and forth across a volleyball net, two or more on a side. Make court as large as you desire. 30' by 60' is full size for six on a side.)
T- Newcombe with a light (4 to 6 pounds) medicine ball
    Paddle tennis (court half the size of tennis court -- but should be smooth)

Playing catch
Tether ball
T- Volley ball - 1 to 4 on a side
IV. Clubs that can be organized. Get together once a week.
Archery
Bird watching
Boating and canoeing (if you can swim and if you have the stream or lake)
T- Bowling
Camera hunting
Fencing (Don't wait until you are 80 to begin!)
Folk and square dancing
Golf
Hiking
T- Orienteering (a European sport: cross country at your own pace with map and compass)
Riding
Skating (Ice or roller. Not if you are too old: old bones are brittle.)
Softball (Use the 16 inch ball: it's more fun, and not as fast as the 12 inch ball game.)
Tennis doubles.

FOREIGN RELATIONS

"HERE AND THERE AROUND THE WORLD"

E. F. Zeigler
University of Western Ontario

In August of 1955 almost 150 personal letters were sent to representative physical educators in 67 different countries, islands and territories of our world. With each letter went a Newsletter prepared with items of interest from the field of physical education on the North American Continent. Those who received the letters were asked to reply when convenient and to suggest one interesting trend or occurrence from their geographical area. We plan to prepare a second newsletter to the members of the College Physical Education Association just as soon as a substantial body of material has been received.

In the meantime a number of replies have been received. Much of this information is timely, so we decided to gather together an interim report to keep you informed.

ARGENTINA - from Enrique G. Romero Brest, Executive Director of the Pan-American Association of Teachers of Physical Education:

"Argentina has just emerged, after a cruel battle, from an oppressive tyranny which lasted 12 years and which disorganized and placed the whole country in servitude. Physical education was almost obliterated and sport placed at the service of political propaganda and the personal enhancement of the dictator. About a month and a half ago we initiated a comeback and we are taking measures so that this situation will not be repeated." (translated by Prof. R. Shervill, Univ. of Western Ontario)

A similar letter came also from Jorge Alfredo Sanchez (Brown), Interim Director of the National Institute of Physical Education.

AUSTRALIA - from Kathleen M. Gordon, Commonwealth National Fitness Officer:

"The Australian Physical Education Association is now publishing its own journal, its Secretary being Mr. A. E. Willes... Our program tends to strike a balance between British and

American methods, with the emphasis on the British traditions in schools. At the same time, our programmes are directed very strongly towards games and games skills and outdoor sports of all kinds, with formal gymnastics playing a comparatively minor role."

Also from Gordon Young, Director of Physical Education of the Department of Education in New South Wales, comes the following information:

"The World Congress on Physical Education should be of great interest. The Commonwealth Government appointed Dr. Fritz Duras of the University of Melbourne as Chairman of the Steering Committee. 3,500 pounds was provided for the initial organizational work.

The Olympic Games Executive has promised full cooperation and both the Lord Mayor of Melbourne and the Vice-Chancellor of Melbourne University will extend facilities for the Congress. The Australian Physical Education Association has been asked to act as hosts. Research in physical education and the implication of Physical Education in Sport have been topics suggested for discussion. It is expected that Dr. McCloy will be here for six months prior to the Congress."

DENMARK - from Professor Em. Hansen, Universitetets Gymnastikteoretiske Laboratorium, Kjobenhavn:
"It is hoped that within the year a booklet in English containing full information on the status of physical education will be sponsored and published by our Ministry of Education."

ENGLAND - from Miss Marion North, The Laban Art of Movement Centre, Addlestone, Surrey:
"A three-year full time professional course is now offered consisting of all-round movement training, a general introduction into the various aspects of the art of movement, and subsequent specialized studies leading to careers in the fields of education, recreation, industry, rehabilitation, or the theatre."

Also from E. Major of the Ministry of Education comes word that he will be happy to co-operate with us and to share information. Mr. Major is particularly interested in historical trends in our field.

HONG KONG - from Miss Hui-Ching Lu, Headmistress of the True Light Middle School, we hear that she will be happy to exchange information with our Committee. Miss Lu attended the International Congress in the United States in 1954.

INDIA - from Arthur W. Howard, Principal of the Christian College of Physical Education, Lucknow:

"I believe the one trend in our field out here that is of the most interest is the attempt to improve the sports standards of the country through coaching. India is very proud and wants to make good showings in international competition. So far she has done well only in hockey, and it is mostly uncoached. There are two government-sponsored schemes to give coaching. . . Recently under the Education Ministry a Sports Council was formed. You might also be interested in the Central Advisory Board of Physical Education. It meets soon to consider a syllabus for the honor to be Chairman. That is for boys. A committee of women (with me included for reference) also framed a second syllabus for girls. We hope the government will go ahead and get these published."

JAMAICA, B.W.I. - from the Permanent Secretary of the Ministry of Education and Social Welfare:

"The Government of Jamaica took its first direct step in the field of physical training in 1943 when two Supervisors of Physical Training (for the Schools of the Island) were appointed on contract with funds provided by the U.K. Government under the Colonial Development and Welfare Act. At the expiration of their appointments two new permanent appointments were made with funds provided by the Government of Jamaica. Physical training courses for teachers are therefore under taken in various centres throughout the Island by these Supervisors as the quickest way to serve more than 700 schools of different categories.

In 1954 the Government provided funds to allow the appointment of Mr. Herbert McKenley, the famous athlete, as Supervisor of Athletics under the control of the Jamaica Amateur Athletic Association. A regular programme of coaching activities is arranged by the Association under which Mr. McKenley's services are made available as far as possible to Secondary Schools, Elementary Schools, recognized Youth Clubs and other approved institutions and organizations for young people."

NEW ZEALAND - from Philip A. Smithells, Director of the School of Physical Education, University of Otago, Dunedin, we received the School's Handbook of Information which describes a three-year diploma course. Mr. Smithells included, in addition, the July, 1955 issue of the New Zealand Journal of Physical Education. This is published three times yearly by the Physical Education Society of New

Zealand, 655 Cumberland Street, Dunedin. As this information is being written, Mr. Smithells is making a tour of certain American and Canadian universities. He sends greetings to his American friends and reports:

"that a major development in New Zealand in the last year has been the improvisation and invention of many kinds of climbing equipment in both elementary and secondary schools. This is the answer to the long-standing feeling among New Zealand physical educationists that too little hard work for the shoulder girdle is being given. Another major development is in modern dance derived mostly from American sources and becoming popular with both sexes at all levels."

PUERTO RICO - from Professor David C. Furman, Director of the Department at the University of Puerto Rico:

"There is comparatively little antipathy towards the United States here because of our close affiliation in the form of a commonwealth. Seven percent of our faculty have at least one degree from institutions in the States. . . In 1954 we started the Puerto Rico Association for Health Physical Education, and Recreation. Ninety-four people from all over the Island have attended our organizational meetings and everyone seems greatly interested."

RUSSIA (U.S.S.R.) - from Comrade M. Peslak, new President of the Committee of Physical Culture and Sports we received a reply in Russian:

"Certifying the receipt of your letter to the President of our Committee N. N. Romanoff, we have to tell you that Comrade Romanoff has been absent from Moscow for a long time and there is no possibility to send you an answer from him personally.

After reading your letter we agree fully with your point of view that an international exchange of information regarding questions of physical education would be very useful in the matter of cooperation between the nations.

We accept your invitation to "appear in print in a future newsletter" with an article dedicated to physical education in the U.S.S.R. This article will be forwarded to you in the near future."

SCOTLAND - from Robert Allan, Supervisor of Physical Education in the Scottish Education Department:

"Many many thanks for the newsletter you so kindly sent from the Foreign Relations Committee of the College Physical Education Committee. I have enjoyed reading it and in exchange I thought you might like to have a copy of a Report on National Conference "Physical Education in the School Today and in the Future" held in Edinburgh, November, 1954."

A few of the recommendations were as follows:

1. That a committee should examine, with medical assistance, the physiological effects of gymnastic exercises and to determine what constitutes good and harmful physical movements. Research scholarships were recommended.
2. That there should be a suitable degree course.
3. That an effort should be made to improve facilities with special attention to experimental climbing apparatus for use by the younger children.
4. That the school programme in and after the Third Year be reorganized to allow pupils to make voluntary selection of games and other activities instead of gymnastics.
5. That more physical education specialists should be encouraged to hold office in and be members of the governing bodies of games and sports.

Another letter came from Colonel C. M. Usher, Director of the Pollock Institute of Physical Education, The University of Edinburgh:

"Perhaps the most important event in Scotland recently has been the formation of the Scottish Universities' Physical Education Association.

This is an Association comprised of the Directors of the four Scottish Universities - St. Andrews, Glasgow, Aberdeen, and Edinburgh - and their staffs. The object behind this move was that the Universities should have official representation on the National Consultative Committee."

SWEDEN - from Captain Alvar Thorson, First Inspector of Physical Education of the Royal Board of Education:

"I am very glad that you will share materials and information with our physical educators. . . . Foreigners, who want to study the Physical Education in Sweden, can apply to Kungl. Skoloverstyrelsen, Gymnastiksektionen, Stockholm 8, for suggestions on people and programs to visit in Sweden. . . Major Oswald Holmberg, Limhamnsvagen 4A, Malmo, is one of those who best know the historical development of the Physical Education in Sweden."

From a recent news bulletin of the Joint Council on International Affairs in Health, Physical Education, and Recreation the following items of interest have been taken:

1. An Anglo-American Workshop will be held in the summer of 1956 for men and women interested in elementary physical education. Register with Miss Rachel Bryant through the American Association.
2. There is to be a Congress of the International Association of Physical Education in Yugoslavia in August, 1957.
3. An International Congress on Recreation will be held in Philadelphia in the fall of 1956.
4. Phi Epsilon Kappa has published the first volume of Index and Abstracts of Foreign Physical Education Literature. It is available for $1.50 at 3747 North Linwood Ave., Indianapolis.
5. From November 3-10, 1955, Miss Dorothy Ainsworth served as a consultant at a seminar on the reform of physical education in Guatemala. (These last five items were sent by Miss Ainsworth).

A LEGAL STRUCTURE FOR LIABILITY PROTECTION OF SKIN DIVER CLUBS

R. H. Pohndorf,
University of Illinois

There are many reasons why any given organization such as a skin diver's group might choose to incorporate. Any group contemplating such action should first check into the law of the state in which it desires to incorporate.

The Illini Aqua-Scouts, Inc. organization was incorporated under the General nor for Profit Corporation Act of the State of Illinois. This act provides that nor for profit corporations may be organized for any one or more of the following or similar purposes: Educational; Civic; Social; Athletic; Scientific; and Research. Activities of this group will touch on all of the above areas of endeavor.

The total cost to incorporate was $12.20. For this nominal sum, this organization acquired a great deal.

First of all, the General not for Profit Corporation Act of Illinois provides a complete corporate structure or frame-work so that any organization incorporating under the act, has merely to turn to the act itself for its organizational frame-work. For example, a few of the section titles in the act are as follows: Members, By-laws, Meetings of Members, Notice of Members' Meetings, Quorum, Board of Directors, Number and Election of Directors, Vacancies, Quorum of Directors, Committees, Place and Notice of Directors' Meetings, Officers, Removal of Officers, Books and Records, etc. Bear in mind that the act merely sets up the structure or frame-work for the organization. Within this frame-work there is great flexibility to meet the requirements of each individual corporation. To illustrate this, a few of the sections mentioned above are quoted:

> ''Members - A corporation may have one or more classes of members. The designation of such class or classes and the qualifications and rights of the members of each class shall be set forth in the Articles of Incorporation or the By-Laws. A corporation may issue certificates evidencing membership therein.
>
> ''Quorum - The By-Laws may provide the number or percentage of members entitled to vote represented in person or by proxy or the number or percentage of votes represented in person or by proxy which shall constitute a quorum at a meeting of mem-

> bers. In the absence of any such provision, members holding 1/10th of the votes entitled to be cast represented in person or by proxy, shall constitute a quorum. The vote of a majority of the votes entitled to be cast by the members present or represented by proxy at a meeting at which a quorum is present, shall be necessary for the adoption of any matter voted upon by the members, unless a greater proportion is required by this act, the Articles of Incorporation or the By-Laws.
>
> Board of Directors - The affairs of a corporation shall be managed by a Board of Directors. Directors need not be residents of this State or members of the corporation unless the articles of incorporation or By-Laws so require. The Articles of Incorporation or the By-Laws may prescribe other qualifications for directors.
>
> Officers - The officers of a corporation shall consist of a President, one or more Vice-Presidents, a Secretary, a Treasurer and such other officers and Assistant Officers as may be deemed necessary, each of whom shall be elected or appointed at such time and in such manner and for such terms not exceeding three years as may be prescribed in the Articles of Incorporation or the By-Laws. In the absence of any such provision, all officers shall be elected or appointed annually by the board of directors. If the By-Laws so provide, any two or more offices may be held by the same person, except the offices of President and Secretary.
>
> Committees - If the Articles of Incorporation or the By-Laws so provide, the Board of Directors, by resolution adopted by a majority of the directors in office, may designate one or more committees each of which shall consist of two or more directors, which committees, to the extent provided in said resolution, in the Articles of Incorporation or in the By-Laws of the corporation, shall have and exercise the authority of the Board of Directors in the management of the corporation;---"

The above quoted sections should make it readily apparent that the Articles of Incorporation and the By-Laws of any given corporation can be as varied and contain as many different provisions as is desired thus making it possible for each individual corporation to adapt the above mentioned corporate structure to its own particular needs and wants. A reading of the By-Laws of the Illini-Aqua-Scouts, Inc. which follows this discussion should make this very clear. The only limitation is that the provisions of the Articles of Incorporation and the By-Laws remain within the very broad and flexible structure set up by said act.

Secondly, the Illini Aqua-Scouts, Inc. is a complete separate and distinct legal entity. Prior to incorporation, such a group was an organization of individuals and in all dealings with third persons, had to be treated as such. People who now deal with the corporation, are dealing with a distinct legal ''Being''. In the years to come, regardless of how much change occurs in the membership of such a corporation, the corporation itself, Illini Aqua-Scouts, Inc., will continue in the eyes of the law as the same distinct legal ''Being'' as came into existence in the Spring of 1955.

Illini Aqua-Scouts, Inc. has the power of perpetual succession by its corporate name. It can sue and be sued in its corporate name. The corporation itself, and not the members of the corporation as individuals, has the power to purchase or otherwise acquire, own, hold, use, and otherwise deal in and with any real or personal property, or any interest therein; to sell or otherwise dispose of all or any part of its property and assets; to make contracts and incur liabilities which may be appropriate to enable it to accomplish any or all of its purposes; to borrow money for its corporate purposes; to issue its notes, bonds, and other obligations, and to do many other things consistent with its corporate purposes. In other words, it is the corporation that acts and with whom third persons transact business and not the individuals who happen to make up the membership of the corporation at any particular time.

Thirdly, and perhaps the most important reason for incorporating, is the question of personal liability of the individual members of such a group. The laws of the different states will vary more or less from the Illinois law on this subject and, of course, every organization should check the laws of its state. For that reason, and for the reason that a complete discussion of the Illinois law on the subject is beyond the scope of this discussion a few broad statements covering the matter are in order. Generally speaking, it is the corporation itself which is liable for its acts and not the individual members thereof. This is indicated in the above paragraph where it mentioned that the corporation has the power to make contracts and to incur liabilities, to borrow money and issue notes, bonds and other obligations. Third persons contract with the corporation and not with the individual members of the corporation. These persons must look to the corporation when seeking to enforce contractual obligations. Generally speaking, the same is true of tort liability. It must be borne in mind that this is a broad statement concerning liability. There are many ramifications which naturally grow out of any discussion of a subject of this nature. However, for general purposes, it is enough to know that by incorporating, the individual members of the corporation will gain general protection from personal liability.

There are other reasons why a group might desire to incorporate. However, the three main advantages have been set out above -- corporate structure, legal entity, freedom from personal liability -- should be all the reasons any group needs. At $12.20 no group can not afford not to incorporate.

(For detailed information see By-Laws of Illini Aqua-Scouts, Inc., 1008 South Second St., Chicago)

TRAINING FOR SKIN DIVING AND SCUBA DIVING

Adolph Kiefer
C.P.E.A. Aquatic Section Meeting

Skin diving differs from SCUBA diving in that the skin diver does not utilize a breathing device to extend either his depth and/or time capabilities underwater. The SCUBA diver differs from the deep sea diver in that his equipment is self contained and does not have any connection to the surface.

Since the times of Homer, Alexander the Great, and down through the centuries, men have been skin diving and seeking ways and means of extending their depth and time capabilities underwater for purposes of military advantages, commercial exploitation, and increasing scientific knowledge.

It wasn't until the early 19th century that a workable diving device was invented by an Englishman named Siebe. However, with this invention to extend depth and time capabilities it became necessary for men to gain a knowledge of the physical and physiological laws that applied to the diver in this alien environment. Investigation of these principles has solved some of the problems and research studies in progress at the present time offer promise of further extending the knowledge of the physics and physiology of diving.

ESTIMATED STATISTICS

1. Approx: 150,000 Total participation in the United States
2. Approx: 61,000 In the State of California
3. Approx: 20-25,000 SCUBA units sold in U. S. since 1947.
4. Approx: 556 Organized Diving Clubs
5. Two magazines serve this special interest group:
    (a) *The Skin Diver*: Circulation, 8,100 - 400 copies outside of the United States in 49 different countries.
    (b) The *Florida Waterbug*: Circulation figures unknown.
6. The U. S. has 95% of the total world supply of SCUBA.
7. In 1953 this represented a $40,000,000 industry, in 1954 a $60,000,000 industry, in 1955 a $80,000,000 industry, and the trend is upward.

Equipment available is of two main types; open circuit demand valves, compressed air units, and closed circuit oxygen rebreather units.

Open Circuit Units

1. Scott Hydro-Pak
2. Aqua Lung
3. Dive Air
4. Northill Air Lung
5. Gas-saver - Emerson

Closed Circuit Units

1. Desco - straight flow
2. Desco - demand
3. Lambertsen Amphibious Respiratory Units (LARU)
    a. Demand - Emerson
    b. Straight Flow - Emerson
4. Water Gill
5. Sport Diver

Thousands of individuals are already involved and the numbers are increasing rapidly. People are motivated for a variety of reasons, including military offensive and defensive operations; commercial gain, such as oil exploration; scientific research as in oceanography, marine biology and hydrography and, of course, the vast majority of sportsmen exploring, photographing, and hunting in a new environment.

There is a need to establish: standards for equipment and personnel performance in both Skin Diving and SCUBA Diving; a mechanism to transmit reliable information on the above, and most important, there is a need to coordinate this information, and information on reliable principles of operation and a need to establish goals for research in this area of the aquatic field.

Problems which need continuing study:

1. How to augment the proposed training course which outlines the subjects necessary to qualify instructors in the safe use of air self contained underwater breathing apparatus,
2. How to interest community groups in taking the training for certification by CNCA as qualified SCUBA diving instructors.
3. How to assemble, edit, augment, and distribute text material and training aids for the proposed program, and
4. Research on the immediate and long range physiological effects of underwater activities needs to be studied.

(See also report of CNCA Conference held at Yale University on which Mr. Kiefer served as a contributor).

OUTDOOR EDUCATION

OUTDOOR EDUCATION--WHAT AND WHY

Julian Smith
Michigan State College

WHAT IS OUTDOOR EDUCATION?

The term, "outdoor education," unlike some of the "specials" in general education, is not a packet of facts and subject matter to be injected into an already over-crowded curriculum. Outdoor education may be partially described as a climate for learning -- a well equipped laboratory where many of the accepted objectives of education can be more effectively attained. Outdoor education also may be considered as an emphasis in the achievement of skills, attitudes, and appreciations that are essential for living in this age. An illustration is the need for training for leisure-time pursuits for the additional millions of people who will seek the outdoors because of the increasing availability of leisure time. Few would deny that the educational curriculum, to date, has not included a broad enough program, particularly with respect to the use of the outdoors for developing leisure time interests and the teaching of skills for outdoor living. Many of the other objectives of the college curriculum could be accomplished more effectively through direct experience in the outdoors. Consider, for example, the need for a better understanding of the physical environment and man's relationship to it, as well as the implications for fitness through outdoor living. The outdoor laboratory should be used more extensively in teaching conservation, the physical and social sciences, arts and crafts, health, physical education, and other subjects and activities in the curriculum. The concept of the community school embraces outdoor education, for there are many resources in the outdoors, such as forects, farms, gardens, camps, parks, sanctuaries, and the like, that are available to most schools. The maximum use of the physical environment, in achieving the objectives of education, is outdoor education. Methods and schedules may need to be changed or modified if the community itself is to become the curriculum. The search for an experiential curriculum, the desire for realism and adventure in education, and a society that has changed from rural to urban, have created the need for an emphasis on outdoor education.

THE NEED FOR OUTDOOR EDUCATION

With a population already two or three generations removed from the land and millions of man hours of additional leisure time (the by-products of the push button revolution known as automation), it is necessary to train children, youth and adults for an intelligent use of the outdoors. Outdoor pursuits have significant implications for fitness if we are to have a well-integrated people who can take the new era in stride. Granting the wealth of opportunities the curriculum now offers, people face the nation's toughest problem of mental health and adjustment, for they are caught up in the very vortex of emotional strains and pressures with the unrelenting pace of modern living. As they go on in life, it is apparent that all this bonanza of new-found leisure time will not be constructively taken up in the music, art, and civic activities for which the school has equipped them reasonably well. Will the people be content with watching television or spectator sports, or shall they be trained to participate in a wide variety of activities? Will the team sports, which have so much emphasis, serve them all their lives? Realistically, they are already heading out of town in droves for more and more week-ends and vacations that demand the skills of outdoor living and recreation. At this point, the teacher and school administrator must join efforts with the conservationist so that there may be wise use of natural resources in meeting the needs of the millions that are turning to the outdoors.

OUTDOOR EDUCATION IN THE COLLEGE CURRICULUM

Outdoor education, as herein conceived, is an integral part of the college curriculum, but has particular significance for physical education. Naturally, the structure and patterns of outdoor education will vary, depending upon leadership, environment, facilities, and the demands made upon the college for trained leaders. The college physical education curriculum should provide a well rounded program of activities for college students. Among such activities would be many of those that could be classified as outdoor education. For example, casting, shooting, boating, and water activities, the use of the compass, and archery, along with other outdoor skills, would be essential in a program designed to meet the needs of the day. A college camping program would offer opportunities for democratic living, and, at the same time, provide many desirable outdoor experiences. The outing club would serve the special interests of students who would find numerous adventures in outdoor living that would enrich the college program. The rifle club or class in shooting, mindful of the thousands of youth who desire to hunt, would open new avenues to an understanding of conservation, as well as learning firearm safety. Parks and forests offer unlimited opportunities for practical learning in many subject matter areas, as well as physical education.

The greatest challenge to the colleges, particularly those that train teachers, is the rapid growth of outdoor education programs in elementary and secondary schools. There is an urgent need now for teachers who can teach outside the classroom, as well as within the four walls. The college needs, therefore, to examine its training program so that prospective teachers and outdoor education leaders will have some preparation for teaching in informal situations such as in school camps and other outdoor settings. Some of the training for outdoor education is the responsibility of physical education, particularly the skills. For many years, colleges and universities have been giving campus courses, for example, which are pointed specifically toward summer camping. Obviously, there needs to be better coordination at the campus level of courses and activities that relate to the interpretation of the outdoors, counseling and guidance, outdoor skills, child psychology, and a variety of others. While it may be necessary to add some new courses in outdoor education, school camping, and the like, it is more reasonable to readjust present offerings in order that teachers may do a better job in making use of the outdoors. In physical education, the service courses could be expanded to include such things as angling, riflery, skiing, orienteering, woodsmanship, and the like. Since the structure on each campus is different, the offerings in outdoor education should be developed in order to make the best use of the total resources of the institution. In some institutions, the responsibility for outdoor education will be assigned to health, physical education, and recreation, and in others, the design may be different. In any case, departments of health, physical education, and recreation have a major role.

One of the most interesting developments is the acquisition and use of camps by colleges and universities. In addition to being used to provide camping experiences for the various majors, they are being used as laboratories for the sciences and for the development of leadership in outdoor education. One of the most forward-looking developments is a combination of methods, subject matter areas, and student teaching in camps where children are involved. Several colleges now make their camps available to schools, thus combining school camping and teacher training. While all teachers and leaders should have some training in outdoor education, there is a special need for those who have the responsibility for administering and supervising outdoor education in schools or in other agencies. At the graduate level, a number of institutions are providing a good background of training in a variety of fields. Internships and field experiences in camping and other outdoor programs are some of the most effective ways to prepare leadership for outdoor education. These experiences, combined with campus, research, and study, will produce leadership that will keep outdoor education in its appropriate setting within the framework of education.

Colleges and universities also have a major responsibility for in-service training for teachers and leaders. Many conferences, workshops, and institutes are being conducted now in camps where there can be actual experience in outdoor activities. One of the most encouraging aspects of outdoor education is the availability of parks, recreation areas, and other public lands that can be used by schools and colleges. Park leaders, generally, have been anxious to work with educators in the development of outdoor activities. More than one-half of the 80 school districts in Michigan providing school camping use group camps that are managed by the Parks and Recreation Division of the Department of Conservation. Every school and college in the nation can do something about outdoor education. There needs to be more militant leadership, however, in keeping ahead of the great exodus into the out-of-doors. More land will need to be acquired and additional facilities must be developed -- training leadership cannot lag if the outdoors is to make its maximum contribution to modern living. There needs to be a close look at our present physical education programs in view of current needs. If we are to help people to do the things better that they want to do, then outdoor education will become a paramount activity. One needs only to take a look at the millions who are now ''barging'' into the outdoors to camp, hunt, fish, go boating, and dozens of other activities to get some clues about the role of the college in outdoor education. It matters little whether it is called ''health,'' ''physical education,'' ''recreation,'' or just "education" -- the responsibility for training rests with schools and colleges.

THE OUTDOOR EDUCATION PROJECT OF THE AAHPER

Recognizing the need for better understanding of the physical world and man's relationship to it, and the necessity for the development of skills, attitudes, and appreciations for a better use of the outdoors in modern living, the American Association for Health, Physical Education, and Recreation has initiated a new venture in leadership training for schools and colleges.

While much is being done in outdoor education in some places, the program lags far behind public interest and need. It is this challenge that led to the development of an Outdoor Education Project to speed up outdoor programs in schools and colleges. Following the effective development of a pattern of operation for business-industry-education, the Associated Fishing Tackle Manufacturers, and industries representing sporting arms and ammunition manufacturers are cooperating by providing a grant of funds to the American Association for Health, Physical Education, and Recreation. This will initiate a continuing program of leadership training, interpretation, preparation of materials, and program development in outdoor education, with special emphasis on casting and fishing, shooting and hunting, boating, and camping. Other related activities, such as conservation, school camping, outing clubs, winter sports, and many others will be stressed since they are related to outdoor living. All of them have implications for developing greater skills for our outdoor pursuits, a better understanding, and a greater appreciation for the wise use of natural resources.

Like other important programs, the great need at the moment is for dynamic leadership in schools and colleges in order that the 20 million boys and girls in schools, and the three million youth in the colleges, may acquire the necessary skills, attitudes, and appreciations for the intelligent use of our resources. It is evident that people cannot fully enjoy and appreciate any of the outdoor activities such as camping, casting, fishing, shooting, hunting, boating and water activities, winter sports, and others unless they have adequate training. Fortunately, all of these activities in outdoor living are related. Conservation and safety are integral parts of them, and it is, therefore, important that the outdoor education program include a wide variety of interests and activities.

The Project program is designed to intensify and speed up the outdoor education programs of schools and colleges. The activities include in-service training for leaders, interpretation of the need for, and nature of, outdoor education activities, program development, and the preparation of instructional materials. The American Association for Health, Physical Education, and Recreation, through its staff and other resources, in cooperation with the departments of the National Education Association, the manufacturers association representing fishing tackle, arms and ammunitions, the National Rifle Association, and other professional groups, will carry forward the Project program. The Project director and assistant have been employed to serve on the American Association for Health, Physical Education, and Recreation staff, and an advisory committee representing college administrators, the National Secondary School Principals Association, the National Congress of Parents and Teachers, and conservation agencies serve to guide the Project activities.

The Project, which is conceived to be for at least a five-year period, will encompass the following activities:

1. Leadership Training. A series of regional and state leadership training institutes and clinics for school and college staff members who are interested in developing programs in their own institutions. Working with the Project staff, appropriate state agencies, such as departments of education and conservation, colleges and universities, professional educational organizations, and interested individuals will be involved in the planning and execution of the institutes. Such training activities combine interpretation; information about how to conduct programs of casting, shooting, camping, boating, and other activities; clinics in the use of equipment; preparation of materials; and the training of leadership.
2. Interpretation and Information. The need for the development of outdoor education programs, and the Project's plan of operation, is being interpreted to school administrators, teachers, and others interested through programs, exhibits, demonstrations at conventions, and articles in educational periodicals. Many of these activities are being done through the structure of the National Education Association and other educational organizations such as:
   a. American Association for Health, Physical Education, and Recreation district and state associations
   b. American Association of School Administrators
   c. National Association of Secondary School Principals
   d. Chief State School Officers
   e. Association for Higher Education
   f. Association for Supervision and Curriculum Development
3. Instructional Materials. Needs for additional instructional materials

will be determined and plans devised for the preparation of such instructional guides and audio-visual aids.

The Outdoor Education Project, which will give emphasis to a variety of activities, should stimulate much interest in the schools and colleges of the nation. It is believed that this is a sound venture, because it will stress activities that are logical parts of sound programs of fitness, but which, to be effectively developed, must be an integral part of the curriculum.

"WHAT IS BEING DONE IN THE SOUTH IN REGARD TO OUTDOOR EDUCATION ON THE COLLEGE LEVEL"

W. J. Tait
Florida State University

It is with my tongue in my cheek that I tackled this assignment in November of this year because I was sure that to do a credible job of showing the present status there were too many obstacles to overcome in the collection of data. My fears were confirmed when I approached a colleague who has a major interest in this field and learned there has been no collection of data regarding the colleges in recent years and that a study of present status was contemplated and assined for completion by the Southern Camping Association meeting in the spring of 1956. Dr. Christine Foster of Florida State University, Tallahassee, Florida is in the process of making such a study but the results are not available at present. The next best source of information seemed to be a review of the catalogues of the universities and colleges in this geographic area and see what courses are offered in camping and outdoor education. I'm sure you all recognize the weakness of such data but it does give some general information and points up some of the problems in this specialized area.

I examined the latest catalogues or bulletins of 45 colleges and universities in the 9 southern states of Arkansas, Louisiana, Mississippi, Tennessee, Kentucky, South Carolina, Florida, Georgia, and Alabama. These schools included state universities, Land Grant colleges and universities, teachers colleges, and private schools. They included both white and negro schools. This is by no means a complete population but represents a selected sample of approximately 5 schools in each of the 9 states. I believe the following statements will give an overview or general picture of the total situation here in these 9 southern states.

1. 21 of the 45 listed no camp titled course in their course offerings.
2. 7 schools indicated in some way they had camps.
3. 20 courses in 20 schools were described as leadership or courses in camping skills.
4. 5 courses in 5 schools were described as Camp Administration courses.
5. 3 schools combined camping and scouting in their title and description.
6. 2 schools indicated they used the campsite for class instruction. (Many catalogues don't designate the place of instruction.)
7. 2 schools list more than one course and both these schools have outdoor education or school camping in their course title and description.
8. 1/2 the courses offered two semester hours credit; 1/2 3 hrs. credit.

9. All these courses were listed under the Physical Education Department course offerings.
10. Only one school listed a camping activities course in their service program.

I'm sure you recognize the dangers in trying to generalize and I claim no specific validity for these opinions. Less than half of the colleges and universities in the south are concerned enough to offer any specific course work in the general field of camping or outdoor education.

This leads me to believe that in spite of the progress made in the establishment of outdoor education programs in the public school systems there are very few college students who are aware of the idea or concept of school camping and outdoor education.

If this realistic (perhaps pessimistic) statement is true there may be several reasons advanced for its cause. I'm aware of the arguments of many of my academic collegues who frown on any courses other than Greek or Latin. There also are many legislatures, Boards of Control, Trustees, and other governing bodies that exert a strong influence in eliminating educational ''frills''. It may also be these courses are taught in reality but listed under the guise of another title. This leads to another point of view and raises the question of whether this education belongs in the department of Physical Education.

I'm sure most of us agree that we in Physical Education do not have a corner or monopoly on outdoor education. The Elementary Science class in some schools contributes a great deal to students skill and knowledges of nature. The Botany, Forestry, Marine Biology, and other departments offer students general and specific courses in this area. There are some units in Education Curriculum and Administration courses that touch this subject. However, this seems to be one of those areas in which no department has assumed the full responsibility and like driver education, and safety, outdoor education has found a friend in Physical Education.

This topic should contain a statement of the use of the camping and/or outdoor education skills. In recent studies* there is the general indication that all the southern states (14) but two (2) (Oklahoma & Arkansas) have programs of school camping and/or outdoor education sponsored by the Public Schools. They also indicate an increase in the number, duration and quality of these programs. This would indicate a need for professional leadership and at the same time show a need for students to experience a Camping program.

Is it the responsibility of Physical Education to educate all college students in some of the skills of outdoor living? We do list Riding, Casting, and Riflery in some service curriculums. Are we responsible to prepare teachers, scout leaders, or others in this skill of camp craft? If we are responsible for these programs I find very few institutions of higher learning doing a creditable job.

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* Report at the Southern District A.A.H.P.E.R. Camping Section 1955 at Tulsa, Oklahoma.

RELATION OF PHYSICAL EDUCATION TO RECREATION

Summary of Material Presented By Julian Smith

K. C. Runquist
Temple University

Some concepts of outdoor education:

1. a. There is a growing need, and a consciousness of that need, for outdoor education. In its truest sense it (the out-of-doors) should be considered and used as a laboratory for learning. It should be a means of providing a direct experience. Out-door education does not have a content indigenous to itself. It consists, rather, of a series of segments of other areas such as physical education, the social sciences and others.
    b. In the area of physical education, for example, we have certain skills which are tangible. The knowledge of, and the teaching of these skills can be made specific. Other areas are not as readily discernible but are none-the-less important.
2. a. It has been generally recognized that some things can be learned best outdoors. This pertains to facts of nature (biology, etc.) and also to developing social responsibility.
    b. It is imperative that we use all the resources of our community in the educative process. We should avail ourselves of the outdoors in every situation or location to the fullest possible extent.
3. What is happening to the population of the United States?
    a. Changed from a rural to an urban society. The results of this change, and the inability of society to adapt are beginning to be felt. Rapidly rising rate of juvenile delinquency may be due in part to this change.
    b. Of recent years there has been a mass exodus to the out-of-doors brought on by a feeling of need and permitted by an increase in leisure time.
    c. Our children are not prepared to live in the out-of-doors. Someone has to teach them and someone has to be charged with this responsibility.
4. We should place in our educational programs those skills and information which will equip our youth for out-door living.
    a. To this end we should develop proper coordination between various agencies such as the schools, parks, state and national forests and other recreational facilities.
    b. Physical education has a definite directional and promotional responsibility for developing this area of education. Other educational areas have failed to accept responsibilities.

- c. It is increasingly difficult to meet the growing demand for teachers equipped to teach skills in this area.
- d. Manufacturers of out-door sporting and camping equipment have turned to educators to secure help in coordinating their functions in this area.
- e. Reference to project:
    - (1) In conjunction with outing equipment companies a questionnaire was recently sent by the National Association (?) to schools throughout the country in an effort to determine what if any courses were being taught in the area of outdoor living.
    - (2) Of the 7000 questionnaires returned (approximately 80%)
        - (a) 10-12% indicated the existence of "some kind" of a program.
        - (b) 50% indicated a desire to do something in this area. Expressed a need and desire for help in developing such courses.
    - (3) A similar questionnaire was sent to a large number of colleges. The report is not ready at the moment.

Questions to Julian Smith:

1. What can be done with regard to the acquisition of land for this purpose.

Ans.: Impressing the public with the need and desirability of such a program with a good public relations approach. There is a need for education to support movements for land acquisition.

Comments: a. Mr. Tait (F.S.U.) indicated that very few colleges provide camp facilities which are readily accessible to the camps.
- b. Merrick cited S.I.U's recent acquisition of camping area, its development and its utilization by various units within the university.
- c. J. Smith: In starting a program of camping education proper liaison and coordination must be established with various state agencies.
- d. J. B. Nash - commenting upon general problems in this area):

1. Have to contend with the "temper of the public". Traditionally, the tool subjects are those which are taught in the classroom, but:
2. Only 7% of the children in school today can directly benefit from those programs which point directly to the professions. What are we doing for the other 93%?
3. We should think (in developing these programs) of leisure time education in its fullest sense. We should not try to initiate specific and isolated scatterings of courses as, i.e., bait casting.
4. Good father-son relationships offer a significant factor in preventing juvenile deliquency. Outdoor life and camping offer help in building positive relationships in this area.

SUMMARY: OUTDOOR EDUCATION DISCUSSIONS

R. E. McBride
Southern Illinois University

What is Outdoor Education?

Providing planned and supervised outdoor experiences for school children is a concept enthusiastically supported by educational authorities and organizations throughout the United States. At least thirty-six states now have public school camping programs.

There is no substitute for an all-year program of outdoor education conducted by skilled, trained teachers for all children in the public schools. Research shows for boys and girls that they learn better when regular class work is enriched with related, stimulating outdoor experiences. What they learn outdoors cannot be easily taught indoors - recreational skills, self-preservation, management of public lands, conservation of our natural resources, enjoyment and appreciation of nature.

Through direct, first-hand experiences with nature, classroom subject matter takes on new meaning and vitality; biology, history, art, music, botany - even the three R's - are alive and important to students who apply and evaluate knowledge out-of-doors.

The Role of Outdoor Education in Teacher Education

If educational experiences in the out-of-doors are good for boys and girls, it is doubly important that their teachers have such experiences both for their own sake and as preparation for guiding programs of outdoor education in their work as teachers. Studies show that students in teacher educating institutions have a surprisingly narrow background of real experiences upon which to base their teaching careers. Even more surprising is the lack of provision in the preparation programs to give these experiences. Not only should teachers be taught how to use the out-of-doors, but also they should have the personal experiences that grow out of living next to nature.

School camping under trained leadership provides the opportunity to bring into play two forces that are difficult to establish in any formal classroom: the quick enthusiasm and joy of learning; and the constant awareness of the steps by which we learn.

There is no special virtue in just going out of doors - except that the air is always fresher. The teacher has to know what to do when he gets out there.

THE PROMOTION OF SCHOLARSHIP IN PHYSICAL EDUCATION

A CONCEPT OF SCHOLARSHIP

R. J. Francis
University of Wisconsin

Scholarship has been defined in many ways. There is no agreement among educators on a precise definition of the term ''scholarship''. H. M. Jones pointed out the difficulty of defining scholarship when he wrote, ''Scholarship may not be defined except that, like God, it is a circle whose center is everywhere and whose circumference is nowhere".

However, there are some words and phrases which, if observed, suggest characteristics of scholarship. For example, the following are taken from the writings of men who have dealt with the subject of scholarship: rationale - reasoning - logic - deliberation - thinking conceptually - intellectualizing - generalizing - art of disputation - discriminating truth from error - development of tenable principles - reflective thinking.

After observing the above terms and phrases one concludes that scholarship is dominantly a cortical activity and that thinking is a major process involved. These factors lead the writer to acceptance of a concept of scholarship which was propounded by Emerson: ''Scholarship is man thinking''. If this concept is adopted, it becomes necessary to raise and answer the questions ''. . . . . man thinking about what?'' and ''. . . . man thinking by what process?''

In dealing with the question, ''. . . . man thinking about what?'', the writer wishes to propose that man should not think about inert matters, rather he should think about ''live'' problems. Examples of such problems in physical education are (1) The Advent of Automation: Implications for Physical Education; (2) Should Junior High School Boys Participate in Interschool Athletics?; (3) Medical Aspects of Physical Education; (4) Revelations from Cultural Anthropology for Physical Education; (5) A Tenable Concept of Fitness; (6) Interpreting Physical Education Through Social Psychology; (7) The Atomic - Hydrogen - Cobalt Age: Implications for Physical Education.

The above are examples of ''live'' problems facing the physical education profession. Professional physical education personnel should be at work, continually, on these problems and others that act as barriers to progress. Such action represents man doing frontier thinking.

A second question which should be answered regarding scholarship as man thinking is that of how he thinks or the thought process involved. Perhaps the answer here can be given by use of an example from physical education, namely, "Should Junior High School Boys Participate in Interschool Athletics?"

To answer the above question involves the collection of a vast amount of information from many different areas of organized knowledge. For example, information about the early adolescent should be procured relative to (1) fatigue and recovery; (2) maturation characteristics of the heart, vessels, bones and muscles; (3) emergence of motor capacities; (4) ability to deal in concepts; (5) emotional stability; (6) social-group traits; (7) ethical-idealistic qualities; (8) the nature of contemporary American cultural life; (9) transfer of learning (especially concepts); (10) the nature of mental health - particularly, the establishment and maintenance of mental health; (11) the nature of competitive sports - their hazards, values, and complexities; and (12) the characteristics of the educated person.

Collecting information related to the above twelve areas is, in the writer's estimation, primarily a mechanical process and requires little intellectualization. "Man thinking" begins at the point where all the information available is examined and applied to the basic problem. "Man thinking" involves a synthesis of the knowledges from the many related areas and emerging with a logical and tenable answer. In repetition, the process involves "rationale - reasoning - logic - deliberation - bringing order to confusion - philosophizing . . . etc., etc."

SOME SUGGESTIONS FOR IMPROVING SCHOLARSHIP

C. O. Jackson
University of Illinois

When we consider the problem posed by the title of this section, we are immediately faced with the fact that the poorer prospects generally choose teaching, and the poorest, generally, choose physical education for their college specialization. This makes advancement of the profession, and establishment of status continually difficult.

In a typical situation (The University of Illinois, School of Physical Education), 50% of the freshmen enrolling, drop out by the end of the first year, and approximately 25% of the original group, graduate. Over half of the freshmen must take a high school remedial course in Rhetoric, and of those from the lower quartile, almost none ever graduate.

Some of the weaknesses in candidates might be listed as: lower intelligence, inadequate preparation, difficulty in rate and comprehension in reading, poor spelling, poor speaking and writing habits, and faulty study habits. Too often, the athlete is encouraged to enroll in professional physical education simply because he is completely and totally unprepared to enter any other curricula. He then has no professional desire or interest, generally, beyond that of competing on university teams, and ultimately, becoming a paid performer after he graduates.

Our goal must be to attract better students, and not just athletes. If we can secure athletes who are also good students that would of course, be highly desireable.

Some specifics might be:

Selective admissions (possible only in private schools, although entrance requirements more stringent would help)
Eliminate lower quartile students (almost none of them ever graduate)
Continuous counselling and advisement (why wait until the student is in trouble, or hopelessly behind?)
Help students to study better, use the library, outline, scan, abstract (deficiencies in these areas are great)
Guidance in selecting area of specialization (necessary even after student has enrolled in the university)
Clinical help (help in improving reading, speech, and spelling)
Professional participation (attendance at meetings, conventions, inspection trips)
Inspirational teaching (challenge, and motivate by personal example)
Exposure to better programs in high school (improved curricula, career information, and films like "They Grow up so fast".)

As teachers of physical education in the elementary and secondary schools, we have a doubled-barrelled responsibility. We must develop the best possible program for all of our students that time, money, facilities, and equipment will permit, and we must also encourage the best prospects we can find to enter the field of physical education and related areas. Recruitment of quality personnel is of tremendous importance!

Better counselling and advisement on the high school level is desireable to prevent, as far as possible, too many mis-fits from entering teaching training.

Better teacher training is another vital part of the total program pointed at improving scholarship. Well-trained, thoroughly professional and dedicated people are absolutely necessary here to develop the best possible curricula for their students, and to do the best possible job of teaching.

Better rapport between coaches and teachers of physical education is needed before the greatest progress will be made, both in high school and in college, in the direction of attracting the best all-round candidates, and graduating the best qualified prospects.

Various workshops in recent years have spelled out the competencies desired in health education, physical education, and recreation. The greatest single help would be for every institution to follow those recommendations.

Graduate students present many of the same problems, with athletic eligibility one of the big ones that is missing. They come from a variety of schools, and bring with them great differences in background, philosophy, and professional goals. Here, too, we need better evaluation of each student's experience and ability, as well as better selection. Too many register simply because they must have a graduate degree in order to hold a position. They usually want a course such as the one recently advertised as "no required textbook, no required readings, no examinations, and no term papers". Perhaps, in all honesty, the words "no educational challenge worthy of graduate students" should also have been added.

Just as with undergraduates, we need cumulative records, kept up to date, frequent conferences, and contrary to a practice all too common of "making it easy", there should be various hurdles to surmount. Apititude tests, examinations on subject material, and professional examinations before the degree is granted would be helpful. No graduate student should automatically receive the highest or second highest grade merely because he registers in a course. The doctoral candidate should be exposed to the same kind of challenges, with greater emphasis on his ability to read, interpret, and carry on research.

If we can attract, recruit, or "sell" larger numbers of intelligent prospects to our profession, there is no reason why selection and guidance will not result in better scholarship, and better qualified graduates who will carry the baton a bit further and a bit faster than we have done.

THE PROMOTION OF SCHOLARSHIP IN PHYSICAL EDUCATION:

The Research Seminar

Henry J. Montoye
Michigan State College

Most of us would agree, and it has been implied in the remarks of previous speakers today, that scholarship and research have always been intimately associated. However, a careful and honest analysis of the average professor's responsibilities in the United States will disclose that a very large proportion of his time is occupied with routine tasks of limited intellectual challenge. Among these I would include the construction, administration and grading of examinations, committee meetings, enrollment and registration duties, etc. In short they are the things that have to do with the mechanics of running a large educational institution. Even in the sponsorship of these dissertations there is often only sufficient time for a limited amount of critical thinking by the advisor. Teaching and service responsibilities appear on the surface to be more urgent because inattention to these matters quickly draws criticism. Yet research is the foundation for both good teaching and useful service. Hence we must reserve some of our time for deliberation on matters of research and philosophy.

Scholarship and research will tend to develop when a ''climate'' for creative thought is established. Frequently, the seminar is employed to establish this ''climate'' and in my opinion, it could have no more important function. However, much more frequently, I fear, the seminar degenerates into something much less significant. A seminar, to be effective, should be conducted in an informal atmosphere; yet an atmosphere in which research is the single focus of thought. The informality should contribute to creative thinking, not be a distraction. It should not consist of a single professor running a course for graduate students, but should provide an opportunity for all members of the faculty who have an interest in research to meet with graduate students to probe the reaches of knowledge in a particular area. The most important single result of such a seminar is this opportunity for people interested in research to meet in a scholarly atmosphere in which all the thoughts of the mechanics of running the university (the routine chores) are set aside.

The seminar, of course, may have other benefits. It might enable the faculty to become acquainted with research of other faculty members or graduate students. It might provide an opportunity for graduate students to present a formal research paper before a highly critical group. It might also provide the opportunity for faculty members and graduate students to become familiar with the knowledge already accumulated in a specific area which would not otherwise be covered in course material.

From such meetings theses and research topics might envolve. Frequently the selection of a topic is a very difficult task for a graduate student, first of all because he frequently does not know the extent of our knowledge in a particular area. Secondly, he may not have his imagination sharpened through critical thinking to the point where he can see the problems and the possible technics for their solution. Such a seminar could provide for visiting faculty to present research recently completed. Research papers presented at meetings attended by one or two faculty members could also be discussed. But the side trips should never carry the group far from the principal purpose -- creative and critical thinking.

From personal experience, I know that such a seminar can play a significant role in changing from a Masters program of practically no theses to one in which the non-thesis plan is a rarity. However, one must always be on guard that the seminar does not entail only routine student reports and anemic details of thesis write-up. Emphasis must be on research and its most important element - creative thought - in every or practically every meeting. There is a place in course work for techniques of research and they should enter into a seminar only when such discussion stimulates creative thought.

We find the seminar to be most effective when a very narrow subject is selected as the topic for a particular term. Only when the topic is quite narrow can one, in the space of three months, (one hour per week) reach the entent of knowledge in a particular area in any comprehensive way. When the topic is very broad, seminars become survey courses with just the fat remaining; the meat and bone having been removed. Unless the horizons of knowledge in a particular area are reached, one cannot expect to hold the interest of a faculty even though a superficial treatment may present new knowledge to graduate students. Bull sessions in which a great deal of heat is generated, but very little light, are also not profitable. During the past couple of years the seminar at Michigan State University has done perhaps more to stimulate research activity among faculty and students than any single factor.

An undergraduate research seminar, as I see it, is also a real possibility. I have had no experience with a seminar at this level, but I am firmly convinced that this would contribute to the development of a very strong undergraduate program. Undergraduate students should be exposed to research, even if it is in the form of an honors course or seminar, open only to certain select students. Undergraduate students should know what research is going on in the department. They should be introduced to the facilities for research so that a germ of interest in creative work is established in at least those who have the potential for this kind of endeavor.

No mention has been made of grading. Evaluation is not easy if a student is to receive credit for seminar attendance under the conditions described above. However, I am convinced of the value of this kind of seminar and I would not change it because evaluation is difficult. I am not reluctant to be lenient in grading say a one-credit seminar. At our institution master's degree students are required to repeat the seminar at least three times, that is for three credits of their total of forty-five. Of course the topic is entirely different each term. They may take up to a maximum of six credits in this way.

The seminar is not the only technique which might be employed in creating an atmosphere for research. Frequently an organized laboratory has much the same effect. I recall my experiences at the University of Illinois as a graduate student. It would be difficult to evaluate how much of what I learned in the three and one-half years there was learned in the classroom. I would guess perhaps five per cent. I am certain that much of the knowledge and most of the ideas were generated in the laboratory in the exchange of ideas with other graduate students who were undertaking research.

A laboratory frequently provides a meeting place where graduate students will discuss their research efforts; whereas, if no such meeting place is provided, thoughts and discussions revolve around much less fruitful topics. I feel certain the establishment of the laboratory which we now have at Michigan State is beginning to have the same effect. For example, this year a project on the effects of exercise on blood cholesterol was undertaken with the financial support of the United States Public Health Service. In the beginning, the grant provided for only one half-time graduate student in our department. It was a joint department effort, however, and graduate assistants in another department were also involved. There was no discussion of this project during the fall term in any of the regular courses. Nevertheless, within six weeks of the start of the term, most of the graduate students who are using the laboratory for collection of data having no connection with the project had a rather good working knowledge of blood cholesterol. Before this six weeks period it is quite safe to say that these men and women probably never heard of the term. Where did the learning take place if not through the associations one experiences working in the laboratory?

This brings up another rather important point. Our experiences with inter-department research projects have been very gratifying. Much has been learned from the approach that other disciplines take in the solution of a problem. We have become exposed to their techniques and I am sure they have learned something from us about exercise and research techniques employed in the study of exercise.

SCHOLARSHIP IN PHYSICAL EDUCATION AND THE LIBERAL ARTS

B. H. Massey
University of Maryland

One of the important areas in physical education which must be considered when scholarship is discussed is the professional training curriculum. Not only must the profession attract qualified people, but it must make certain that these people receive the best possible schooling. This means that the curriculum must be so designed as to develop professionally minded people; individuals who are not solely technicians, but who think creatively and who view physical education in its proper perspective relative to mankind and life in its entirety. Consequently, in the college curriculum the proper balance must be struck between the basic liberal arts courses and the specialized professional courses. The former give the student the basic knowledges necessary for thought and an understanding of mankind in general, and the latter prepares him to adequately perform the technical duties expected of him by society.

The vexing problem, of course, is how can all of the course work needed by the student be crammed into a four or five year program. There is no single solution to the problem and each institution has to attack it in terms of its own local situation. There are, however, some basic principles which might serve as guides for establishing a curriculum conducive to scholarship. These are as follows: (1) The first responsibility of a school is to provide each student with that kind of education which society expects of a college graduate. A college graduate is not only expected to be professionally competent, but he is expected to be a leader in civic thought and action. This means that he must have broad understandings and not be myopic in his outlook on life. (2) A curriculum must be sufficiently broad and contain enough basic course work that not only will it be academically respectable, but the student will have a degree of flexibility in terms of changing at a later date to another field of endeavor, if he should so desire. College students are notoriously unsure of their ultimate goals. (3) The curriculum must contain enough specialized course work to insure that the graduates do an acceptable job on their first assignments. The school, however, is not obligated to graduate a finished product; rather it is more important that it graduate an individual with potentiality and one who is susceptible to professional growth. (4) Content courses are relatively more important than methods courses. Understanding and knowledge are basic whereas methods simply implement the teaching process. (5) Course work up through the graduate level should progress from the general to the specific. It should be a pyramidal affair with specialization coming at the upper levels, and with the beginning courses devoted to providing the basic knowledges upon which to build one's specialization. Unfortunately, this principle is seldom followed, for more frequently than not, students who at the undergraduate level have majored in physical education, find it necessary to go back and master subjects before they can satisfactorily pursue graduate work.

There is, little need for discussing in detail the subject requirements which seem to be basic to the professional growth of the physical educator. The need for an understanding of the rudiments of mathematics, physics, chemistry, biology, psychology, history, philosophy and ethics are rather obvious. In addition, many feel that with the ever increasing contact with peoples of other lands and with the number of periodicals pertaining to physical education now appearing in foreign countries,*/ that a knowledge of foreign languages is advisable. A review of the articles appearing under the topical heading ''exercises'' in the Quarterly Cumulative Index Medicus, volumes 51 and 53, reveals that from one fourth to one third of the articles are in foreign languages.

It is also obvious that the curriculum in most institutions is top-heavy in terms of methods and techniques courses as opposed to subject matter in the humanities and physical sciences. Certainly techniques and methods courses are essential to the preparation of a qualified physical educator, but many question the amount of credit hours devoted to such subject matter relative to the results obtained. With respect to foundation courses, a recent survey, by the writer, of eighteen of the better known schools offering a major in physical education revealed that only four required any work in mathematics, six required physics and nine required chemistry. It should be noted that physics and chemistry were frequently a six-hour group requirement. Only two schools required course work in philosophy and/or ethics. The failure to recognize the importance of these latter subjects perhaps explains some of the naive and ridiculous statements which frequently appear in the literature concerning the ethical and moral values of physical education and sports.

What would be the effect upon physical education and especially the level of scholarship if in the professional training curricula greater emphasis were placed upon the foundation subjects of the liberal arts variety? The writer envisions the results as follows: (1) graduates would have greater potentiality for scholarly work and professional growth; (2) due to the increased academic prestige and the challenge of the curriculum, more persons intellectually qualified would be attracted to the profession; and (3) the dullards and ne'er-do-wells who now drift into physical education for an easy degree would gravitate elsewhere. All of these would directly serve to improve the scholarship in physical education.

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*/C. H. McCloy, ''Do Educators Need Foreign Languages'', The Modern Language Journal, Vol. XXXIX, No. 2, February 1955.

SCHOLARSHIP: GROWTH IN BOTH BREADTH AND DEPTH

C. H. McCloy
State University of Iowa

Among the important things that have been pointed out in the first four of these papers are:

1. That scholarship involves deep and serious thinking: it is not solely the conducting of objective research. This, of course, implies that the scholar has the brains with which to think, that he is inclined to take the time to use them, and that he knows about and uses the proven techniques of producing and refining worthwhile ideas.

2. That, if we are to improve the quality and quantity of scholarship in our field, a greater attempt be made (a) to reduce the number of those in our field who have no equipment for thinking, and (b) to stimulate those who survive this process to have real contacts with scholarship in action, not only as graduate students, but as undergraduates as well.

3. That the education of the potential scholar should be broad enough to introduce him to thinkers in many fields, not only in the somewhat narrow field of physical education.

4. Techniques for producing scholarship must be formulated, and then put to work and constantly improved. Students-in-training cannot be expected to germinate many worthwhile ideas and to bring them to fruition with no real guidance.

All of this would imply, I believe, that the best way to improve scholarship is:

1. To see to it that the faculty is predominantly made up of scholars. If we are realistic (in any department, not just in the department of physical education), this is not the case with a very large proportion of faculties. If we have the will to work at it, much can be done. Teachers who do not care to be more than technicians should, to put it mildly, not be put in positions of intellectual leadership or educational responsibility. Those who do care, and who will work to perfect their scholarship, should be encouraged and rewarded accordingly;

2. To attempt to induce the whole staff to work, not only at improving their teaching competencies, but also at strengthening their own weak spots of scholarship. This takes leadership at the level of real genius - yet it must be done if our professional group as a whole is to improve its scholarship significantly.

Scholars need (1) to know how to recognize fruitful problems, both those that are amenable to objective types of research and those that are mostly - at the present - in the area of philosophical research;

(2) They need to know how to find all that has been done in the past that relates to the problems under investigation. How often have I been

told by some graduate student that, ''Professor Whoozee says that nothing has been written in this field!'' The facts were (a) that the professor had not even tried to find anything (or to have the student find anything); and even when he had tried, he had looked only for references in the English language. If any professor were to advocate that a student read only references by authors whose surnames began with letters from A to N (even though this includes all five authors of this symposium!), he would be looked upon as being more than a bit crazy! But if he airily waves aside any attempts to look into references in the scientific languages other than English on the basis that, (I quote from a professor not in the field of physical education) ''Anything that is worth anything (in the field of . . . .) will be found in English,'' he often gets away with it. Hence we need much more emphasis than is common at the present time on being able to find and to read materials (or have read) in languages other than our own.

To illustrate this, let me cite the periodical publications with which I am familiar in the field of sports medicine. There are two magazines published in German, one in Germany and one in Switzerland, and one medical weekly in Germany puts out four supplements each year on sports medicine. There are two magazines in French, one published in Belgium and one in France, each of which devotes much of its material to sports medicine. There is one monthly in Italian and one in Slovenian devoted wholly to sports medicine. One monthly is published in Argentina (predominantly in Spanish, but also publishing some articles in French or English) and there is one monthly published in Brazil (in Portuguese) having about a fourth of its material devoted to sports medicine. There is another magazine published in Chile (in Spanish), about a quarter of which is given over to sports medicine, and there are two magazines published in Japan in which from one-third to one-half of the material is given over to sports medicine. There is no magazine in the English language devoting any significant amount of space to this field, other than an occasional article in certain miscellaneous magazines (and there are such articles in the miscellaneous magazines published in the other languages as well). In other words, if we are to learn much in this relatively new and important field, we are not going to learn it from English-language publications.

(3) Next, we need to know the essentials of all types of techniques of research - not only statistical techniques or physiological laboratory techniques, but historical, philosophical, bibliographical, comparative, descriptive, and other techniques. Not every faculty member needs to be fully competent in each type; but he needs to know what can be done with each type; to be able to recognize worthwhile problems amenable to attack with each technique; and to know how to guide some students personally and to direct some to other scholars who are known to be especially expert in special fields.

(4) Lastly (so far as this part of this symposium is concerned), the scholar needs to learn how to write well, and to learn how to guide others in the path of good writing. This is more than simply learning some rules of grammar and rhetoric: It means learning (a) the techniques of

clear, concise, and lucid expression, and (b) learning to *work* at writing, rewriting and *re*writing until the resultant product is so clear that it cannot be misinterpreted. Much of such good writing is produced by patient, unremitting labor of conscientious workers, who refuse to be satisfied with an inferior product.

Not until the faculties of our schools really *work* at becoming scholars will we have any serious scholarship in any adequate quantity in our professional schools of physical education (the same may be said of every other department or school).

We physical educators are accustomed to urging our athletes to train and to practice self-discipline in order to become talented performers. Are we, as faculty candidates for the scholarship team, willing to undergo equally strict intellectual discipline to the end that, faculty by faculty, we may become All-Americans - in scholarship?

COMMITTEE REPORTS

REPORT OF THE CONSTRUCTION AND EQUIPMENT COMMITTEE
COLLEGE PHYSICAL EDUCATION ASSOCIATION
DAYTONA BEACH, FLORIDA, Dec. 29, 1955

The Committee on Construction and Equipment has undertaken a survey of all college construction for athletics, physical education, intramurals, and recreation that has been completed during the last decade. Miss Vern Hughlett, a graduate student at the University of Kentucky, is making the survey under the immediate guidance of the chairman. The objectives of the study are to determine the:

1. Extent of construction in these fields.
2. Types of building completed and under construction.
3. Costs of such construction.
4. Modern trends in construction.
5. Mistakes that have been made in construction.

Procedure and Results:

The State Superintendents of Public Instruction of every state were asked for a list of the colleges that had constructed a building for athletics and physical education since 1945. All responded except six, and these states have been contacted again. The forty-one states responding reported about 151 colleges that have new construction (some were doubtful).

The Chairman sent a letter to all of these 151 colleges asking them to check three categories:

1. We have not constructed any facility of note during the past ten years.
2. We have constructed . . . .(facility) during the last ten years, but it has been publicized.
3. I will bring pictures, diagrams, blue prints to exhibit at the C.P.E.A.

This short questionnaire will ascertain how many of these colleges actually constructed buildings and if they would exhibit at Daytona Beach.

A number of the college directors have indicated that they will display various visual materials, including moving pictures of construction, and a worth-while exhibit is anticipated.

Conclusions and Recommendations:

The results of this study should be available for our 1957 meeting and should be most illuminating. Members are requested to confer with the chairman, or with members of the committee, giving their ideas of what information concerning construction is most needed.

It is recommended that the present committee continue its service until the completion of this study.

It is recommended that this committee be represented on the national committee on facilities and construction of the American Association of Health, Physical Education and Recreation.

Respectfully Submitted,

Don Cash Seaton, Chairman
S. L. Cooper
R. O. Duncan
J. C. Loveless
J. W. Long
A. P. Warner

COLLEGE PHYSICAL EDUCATION ASSOCIATION
CURRICULUM RESEARCH COMMITTEE

Annual Report
1955

K. W. Bookwalter, Indiana University
E. H. Champlin, Springfield College
A. A. Esslinger, University of Oregon
R. D. Merrick, Southern Illinois University
W. M. Staton, Wayne University
H. G. Danford, Chairman, Florida State University

A major responsibility assumed by this Committee during the past year was that of self-analysis with respect to its organizational structure followed by adoption of what is believed to be a much simpler and effective plan.

In 1954, the Committee was divided into seven Sub-Committees as follows: Trends, Curriculum Content, Objectives, Principles and Methods of Teaching, Evaluation Procedures, Administrative Standards, and Public Relations.

After considerable study the Committee decided that the above represented too broad a field of action for a Committee on Curriculum Research and that unless this field were circumscribed greatly we very probably would so scatter our shot as to be quiet ineffective in our work. It was agreed we should concern ourselves with the problem of attempting to answer three fundamental questions:

1. What values should we seek?
2. What experiences should students have if these values are to be realized?
3. What methods of instruction are most likely to result in attainment of the values sought?

On the basis of the above three tasks, the Committee approved establishment of three Sub-Committees:

1. Philosophy
2. Curriculum Content
3. Methods of Instruction

Sub-Committee on Philosophy

Wesley M. Staton, Chairman, Wayne University
J. Wynn Fredericks, University of Southern California
Glenn W. Howard, Queens College
Warren R. Johnson, University of Maryland
Hartley D. Price, Florida State University
G. Lawrence Rarick, University of Wisconsin
Donald J. Salls, Alabama State Teachers College

During the past calendar year the Sub-Committee on Philosophy has continued its work toward the delineation and elaboration of specific outcomes, or control objectives, for each activity of the "LaPorte Curriculum." These activities are presented in the published report of the original Curriculum Research Committee entitled The Physical Education Curriculum.

Following discussion of the first steps in the project during the Association meeting in 1954, members of the Sub-Committee developed lists of control objectives for a number of the activities of the curriculum. These outcomes were elaborated in terms of condition, skills, knowledges, and attitudes for boys at the senior high school level.

The various forms of setting forth objectives were then circularized and rated by the Sub-Committee. On the basis of these ratings, and additional suggestions for revision, a composite form for control objectives was developed.

This form will provide the fundamental structure for the derivation of control objectives for the various physical education activities during 1956. It is the general opinion of the Sub-Committee that the form will assure adequate specificity without being restrictive or overly complicated for use in the teaching situation.

The form does not consider methods of teaching since this is outside the purview of the Sub-Committee. While present plans call for going ahead with the project using this form, suggestions for improvement of the form will be welcomed by the Sub-Committee early in 1956.

Playing Basketball
According to Social and Hygienic Standards

The control objectives or major outcomes, for teaching basketball for senior high school boys (Grades X, XI and XII) are set forth in terms of condition, skills, knowledges, and attitudes.

Control Objectives:

I. Condition
  1. Physiologic capacity to play at top performance for the full game of 48 minutes and to play in the overtime periods if necessary, without undue fatigue.

The condition involves:

a. Running, much of it at sprint speed, during a major share of the game.
b. Strength in either arm to pass and shoot the ball frequently and accurately during the game.
c. Strength, balance, and agility to avoid contact with another player; or, if contact is made, to maintain position, avoid injury, and protect the other player.
d. Strength and flexibility of ankles and knees to protect them from the shocks that come during running, dodging, pivoting, and changing direction; and to protect them from possible injury in any situation on the field of play.

II. Skills

1. Skill in passing the ball
   a. Chest pass.
   b. Bounce pass.
   c. Baseball pass.
   d. Hook pass.
   e. Two-hand underhand pass.
   f. One-hand underhand pass.
   g. Two-hand overhead pass.
   h. Two-hand shoulder pass.

2. Skill in pass receiving.
   a. Standing still.
   b. Running.

3. Skill in basket shooting.
   a. One-hand lay-up shot.
   b. One-hand set shot.
   c. Two-hand chest shot.
   d. Pivot and hook shot.
   e. One-hand overhead shot.
   f. Tip shot.
   g. Two-hand jump shot.
   h. One-hand jump shot.

4. Skill in free throwing.
   a. Chest shot.
   b. Underhand free throw shot.
   c. One-hand push shot.
   d. Overhead shot.

5. Skill in running and footwork.
   a. Rocker step.
   b. Cross-over step.

6. Skill in stopping.
   a. Running-stride stop.
   b. Jump stop.

7. Skill in pivoting.
   a. Rear turn.
   b. Front turn.
   c. Reverse turn.

8. Skill in dribbling.
   a. High bounce.
   b. Low bounce.
   c. Drag dribble.

9. Skill in rebound recovering.
   a. Offensive.
   b. Defensive.

10. Skill in guarding.
   a. Player with the ball.
   b. Player without the ball.

11. Skill in screening.
   a. Inside screen.
   b. Running screen.
   c. Rolling screen.

12. Skill in offensive team play.
    - a. Fast break offense.
    - b. Slow break offense.
    - c. Tip-off plays at center.
    - d. Out-of-bound play.
    - e. Jump ball plays.
    - f. Foul shot plays.
    - g. Screening.
    - h. Freezing the ball.

13. Skill in defensive team play.
    - a. Man-for-man defense.
    - b. Zone defense.
    - c. Shifting zone defense.
    - d. Combination man-for-man and zone defense.
    - e. Jump ball defense.
    - f. Out-of-bounds defense.
    - g Foul shot defense
    - h. Shifting man-for-man defense.
    - i. Stalling offense.

III. Knowledges
1. Knowledge of the rules.
2. Knowledge of the terminology.
3. Knowledge of offensive strategy.
4. Knowledge of defensive strategy.
5. Knowledge of playing various positions.
6. Knowledge of how to keep score.
7. Knowledge of some prominent personnel.
8. Knowledge of equipment - its use and care.

IV. Attitudes
1. Readiness to cooperate with the teacher and fellow players.
2. Readiness to accept willingly the decisions of officials.
3. Readiness to play fairly at all times.
4. Readiness to act in a sportsmanlike manner in victory or defeat.
5. Readiness to give a top effort regardless of the apparent superiority or inferiority of an opponent.
6. Readiness to train and practice regularly and willingly.
7. Readiness to show respect and courtesy toward players and officials as a spectator.

Sub-Committee on Curriculum Content

Among the various projects suggested as residing within the scope of action for this Sub-Committee were:

1. Develop a set of criteria acceptable as guides for selecting or excluding activities from the program.

2. Apply these criteria to activities in such fashion as to clarify for the members of our profession how the criteria may be used effectively.

Sub-Committee on Methods of Instructions

An immediate program of action by this Sub-Committee seemed to include at least three lines of investigation as follows:

1. A program of research designed to determine more efficient ways of attaining the values being established by the Sub-Committee on Philosophy.
2. In this research, include consideration of supplies, areas, class time, class work, unit system of instruction, methods of presenting new subject material, and use of sociometric techniques.
3. Determine what major advances have been made recently in other areas of education with respect to expediting the learning process and indicate their significance to physical education.

With the Committee streamlined for action and the goals fairly well established and agreed upon by all the members, a highly productive year seemed assured. However, it didn't work out that way. No plans will work unless there are men to make them work, or as Pope puts it,

> "For forms of government let fools contest,
> Whate'er is best administered is best."

With one exception, no member of the Committee felt that he could accept the responsibility as chairman of a Sub-Committee because of the extreme pressure of other responsibilities. This exception was Wesley Staton, Chairman of the Sub-Committee on Philosophy, who, with his Committee members, has done an excellent job throughout the year. The other two Sub-Committees have not functioned for the reason stated above.

REPORT OF FINANCE COMMITTEE

The Finance Committee examined the financial statement of the Treasurer and found it to be in proper order, and recommends its approval.

The Committee recommends (1) that the Association reinvest its surplus funds with an institution paying higher rates of interest than we are now receiving (2) that the proposed budget be adopted for the dates indicated.

Respectfully submitted
L. C. Adams
Columbia University

Budget

December 1, 1955 to November 30, 1956

Income:	
Dues	$2100.00
Sale of Proceedings	265.00
Sale of Facilities Book	200.00
Miscellaneous	60.00
Convention Registration Fees	
Interest on Reserve	
Sale of Membership List, etc.	
Total	$2625.00
Expenses:	
American Council on Education	$50.00
Convention:	
Banquet and/or Luncheon	100.00
Hospitality and other Expenses	100.00
Programs	75.00
Name Tags	20.00
Postage	115.00
Stationery	50.00
Secretary	300.00
Address Plates	11.00
Proceedings (Printing and Handling Charges)	1480.00
Joint Committee NCAA, AAHPER	25.00
President's Expense	75.00
Contingencies	100.00
Funds Available for Special Projects or Reserve Fund	124.00
Total	$2625.00

REPORT OF THE STANDING COMMITTEE ON FOREIGN RELATIONS

Earle F. Zeigler
University of Western Ontario
London, Canada

This Committee has adopted the following plan of action:

1. The forming of a working arrangement with the Committee on International Relations of the A.A.H.P.E.R. to avoid duplication. We are contributing also to the work of the Joint Council on International Affairs.
2. The distribution of a newsletter once a year, without the help of Association financing. In August 150 newsletters were sent to one or more physical educators in each of 67 foreign countries. These people were asked to send us information about a trend or occurrence in their geographical areas. Some of their replies were read at the Foreign Relations Session of the Annual Meeting. A second newsletter will go out to our own members, when a larger body of pertinent information has been obtained.
3. The preparation of a program at our Annual Meeting each year. In 1954 the program was devoted to Australian physical education. This year an illustrated talk on physical education and athletics in Egypt was given by John Nixon of Stanford University.
4. The establishment of a continuing correspondence with physical educators in other lands. We now have a working list of over 250 names. Many corrections and additions to this list have been received.
5. We have encouraged the AAHPER JOURNAL to include some foreign material in each issue.

We feel that this plan of action is practical within our limits of time and money. It should be possible to enlarge our scope gradually. If possible we plan other action as follows:

1. A form letter to our members to obtain the following information:
    a. Foreign films available in United States.
    b. Foreign students studying physical education in the United States.
    c. Members corresponding with foreign physical educators.
2. Preparation of a bibliographical commentary of our basic texts, which might be distributed upon request to interested foreigners.

Respectfully submitted,
E. F. Zeigler, Univ. of Western Ontario, Chairman
C. R. Fall, Univ. of Buffalo
L. M. Fraley, Univ. of Maryland
D. C. Furman, Univ. of Puerto Rico
John Heldman, Univ. of Louisville
W. S. Vandenburg, Fresno State College

REPORT OF THE HISTORICAL RECORDS COMMITTEE

1955

The function of this Committee has been to assemble the historical records of the Assocation for deposit in a central location. The Association by formal action designated the Paul Klapper Library of Queens College as the central repository.

In the past, the records of the Association have been passed from person to person, and usually stayed with the Secretary-Treasurer. The accumulated records have been held temporarily by L. Carrol Adams formerly Secretary-Treasurer. He has been contacted and has promised to send the materials to the Library. When these materials are received and catalogued, the membership of the Association will be advised as to the contents of the collection. The records of the College Physical Education Association will be catalogued and stored, and also made available for use under regular library procedures.

It is recommended that members who possess items of historical value, and who are willing to part with them, forward such items postage-paid to the Library.

It is also recommended that the Secretary of the Association provide the Library with the full set of Proceedings in so far as copies now available, and that each year the Library receive two copies of the Proceedings for addition to its collection.

The American Association for Health, Physical Education and Recreation also has designated the Paul Klapper Library as the repository for its historical records and materials. Your Chairman has been advised that these collected materials are now being sent to the Library.

There will be certain costs when cataloguing the materials as they are received. The Association should be prepared to bear the costs which the Library feels are outside their services. The Secretary of the Association has inquired concerning retaining correspondence in his files. Two members of the Committee have replied concerning this inquiry, and it is their recommendation, in which I concur, that only correspondence concerning participation of the Association in national and major projects should be kept as part of the historical records. Normal-routine correspondence and that which pertains to the annual business of the Association need not be kept beyond the year to which the correspondence pertains.

Respectfully submitted,

Glenn W. Howard, Chairman
Historical Records Committee

REPORT OF THE COMMITTEE ON INTRAMURAL SPORTS

The Committee on Intramural Sports is happy to announce that a conference on Intramural Sports for college men and women was held in Washington, D. C. on October 30 - November 2, 1955. The conference was sponsored by the American Association for Health, Physical Education, and Recreation, the National Association for Physical Education for College Women, and our own College Physical Education Association. Problem areas were set up under four main headings: (1) The Role of Intramurals in the Education of College Students, (2) Organization and Administration, (3) Program, and (4) Facilities.

The Conference was attended by one hundred and two (102) delegates representing seventy-six institutions from forty states and Canada. The Intramural Sports Committee, as well as many other C.P.E.A. members, took a very active part in the Conference and contributed greatly toward its success. The Conference report will be available soon and may be purchased for $1.00 through the American Association for Health, Physical Education and Recreation.

The Committee on Intramural Sports is cognizant that this conference was a first attempt to evaluate Intramural Sports on a national level and should, therefore, exhaust every possible method of implementing the results of the Conference to the various sections of the country.

During the past year the Committee has had as one of its main objectives, the revision of our operating code to comply with all rules and regulations of the Association. The Committee is pleased to announce that the code has been completely revised and approved.

MEMBERSHIP COMMITTEE

1. Report of Membership Committee of CPEA December 29, 1955.
2. New memberships have averaged about 30 per year for the past 30 years.
3. A new policy of diviging the country into 14 membership districts was was established and this system produced 55 new members by correspondence and personal efforts. This is a new method for us.
4. 21 new members are in attendance here that have joined the CPEA during the last two days. I would like at this time to welcome all new members and ask them to stand.
5. In summary we have therefore 76 new members of the association and this is the second largest number in our history.
6. It is well to note that your membership committee did some good work. A. C. Zuaro, New York University produced 17 new members and an excellent job of selling the association was done by Messers Cherry of Florida, Cooper of Georgia, Corbin of Lock Haven, Francis of Wisconsin, Mackenzie of the Air Academy, Rhoades of Ohio U, Townes of N. Carolina College, and Scannell of Norte Dame.
7. I would like to recommend that George Gautier of Ohio Wesleyan and Herb Nichols of Oberlin and any other retired members be awarded honorary membership at this time.

A. E. Lumley
Chairman
Membership Committee
CPEA

NECROLOGY

ANDREW JOHNSON, JR.

Henderson Andrew ("Tubby") Johnson, Jr., made his first appearance at Fisk in 1917 when he came from Lincoln Ridge Institute, Kentucky, to enroll in a chemistry course. To his dismay, the course was not offered that quarter, so "Tubby" returned to Lincoln Ridge to work.

He came again to Fisk in 1918 to serve for a year in the R. O. T. C. unit stationed on the campus during World War I.

The nickname, "Tubby", had been given at Lincoln. It had been the name of an outstanding college athlete of the early 19s.

For four consecutive years, Tubby made the All-American football team of sports writers and the All-Conference team of the Southern league. His versatility in sports was evidenced in his winning "F's" and the golden basketball in the other two major sports, basketball and baseball.

Tubby completed work for the B. S. degree at Fisk in 1923 and went to Clark University (Atlanta) to coach the sports in which he had so brilliantly performed.

He returned to FU in 1925 and became instructor of physical education and head mentor of the basketball, football and track teams. It was during this period that Fisk athletic teams achieved the acclaim of the sports world.

After receiving the M. A. degree in physical education from Columbia University, Tubby became Director of Physical Education and Dean of Men; he held the latter position for eight years--the former, until his death, May 2, 1954.

Tubby married a Fisk coed, Minerva Hatcher, '27, '40. His son, Henderson Andrew Johnson, III, '50, is a Fisk man who married "Miss Fisk" of '52, Gwendolyn Gregory.

Henderson Anderson Johnson was a one-man public relations department for Fisk, and one of the happiest days of his life was that on which this new gymnasium was opened. He was the recipient of the University medal for twenty-five years of distinguished service, and his entire life illustrated the motto known to all Fiskites: "Her sons and daughters are ever on the alter."

FREDERIC A. WOLL

The College Physical Education Association notes with deep regret the death on February 5, 1955 of Professor Emeritus Frederic A. Woll of The City College of New York.

Professor Woll was born July 8, 1874 in New York City of parents of Alsation ancestry. He attended Public Schools and Dwight Preparatory School, New York City; graduated from Teachers College, Columbia University, B.S., 1910; M.A., 1911; New York University, Ph.D.

Professor Woll was appointed Tutor at The City College in 1907 and rose in faculty rank to Full Professor in 1928. He served as Chairman of the Department of Hygiene 1927-1944, which department carried on the programs in informational hygiene, physical education, intercollegiate athletics, intramurals, medical services, and teacher training of students planning to serve in our field.

Professor Woll was active in the field of health and physical education. Some of his special assignments during the years were as Assistant Secretary-General, Fourth International Congress on School Hygiene, 1911-1913; Co-ordinator for Military Commission, State of New York, for Vocational Physical Training and Military Branches, 1917-18; appointed by the United States Presidents' Committee of Fifty as Inspector of Medical, Dental and Nurses Schools of Ohio, Indiana, Maine, Vermont, Rhode Island and Eastern Massachusetts, 1927-28; Member, Gulick Award Committee; Member, Executive Committee, American Physical Fitness Institute; and, served on various committees at the annual meetings of the American Student Health Association for over twenty-five years.

Professor Woll was also a practising optometrist since 1897. He was associated with the Columbia University Optometry School 1909-43 and was a member of the New York State Board of Examiners in Optometry 1917-44 (President 1938-44).

Professor Woll was author of a half dozen scientific text books as well as innumerable pamphlets and articles on the subjects of health, physical education, recreation and optometry.

Professor Woll possessed the fullest equipment for service in his chosen field. He was a gymnast of the highest German Turn-Verein quality, and a worthy competitive athlete and oarsman. In all his relationships in the field he was an untiring, unselfish and loyal, and contributed to the success of many worthy endeavors. He was always generous in his thoughts and words of others, always warm-hearted and always kind.

Be it Resolved, that this brief record of the history of Professor Woll and some of his contributions to our field be spread upon the permanent records of the Association, and that a copy of same be transmitted to his family.

IN MEMORIAM
WILLIAM RALPH LA PORTE
April 1, 1889 - January 14, 1955

For forty-one years William Ralph LaPorte was a pioneer and leader in physical education, health education and recreation. Graduated from the University of Southern California in 1913, he remained there as founder and Chairman of the Department of Physical Education until his retirement in June, 1954. Recognized both nationally and internationally for his professional contributions, he was indefatigable in his zeal for improving educational standards, not only in California but throughout the United States. The record of continuous service he established as Chairman of the National Committee on Curriculum Research for the College Physical Education Association from 1928 to 1954 is as unique as it is indicative of his devotion to the betterment of his chosen field in education. A charter Fellow of the American Academy of Physical Education, his many professional honors included the Luther Halsey Gulick Award for Distinguished Service from the AAHPER, the Helm's Foundation Award for Service to Athletics, and the honorary degree of Doctor of Laws from George Pepperdine College for his contributions to education.

These honors are but the symbols of the man. As a teacher and administrator Ralph LaPorte influenced the thinking and educational attitudes of hundreds of young men and women who in turn became teachers and administrators in the schools of California and across the nation. As a writer, he reached thousands of minds and stirred their imagination with his own vision of the great potential for the enrichment of life inherent in physical education, health education and recreation. As an artist, he saw color and beauty in the world about him and gave it permanence with his brush. As a citizen he participated in the actions of time, sharing in the civic and social life in his community, his state and his nation. As a man, he met life bravely, firm in his convictions, courageous in his actions, and beloved by his friends.

Ralph LaPorte, pioneer, honored leader, teacher, writer, artist, citizen, and man among men, no longer walks among us, and we mourn our loss of a valued co-worker and friend. But the influence of his life is not lost to us. For as Thomas Carlyle wrote: "Nothing that was worthy in the past departs; no truth or goodness realized by man ever dies, or can die; but is all still here, and recognized or not, lives and works through endless changes."

DR. DUDLEY B. REED

Dr. Dudley B. Reed, former head of the student health service at Chicago university, died of a heart attack at Camp Pemigewassett, Wentworth, New Hampshire, on June, 1955. He was 76 years old.

Retired since 1945, Dudley made his home in Oberlin, where he was active in civic affairs and chairman of the board of managers of Allen Hospital. He spent his summers at Camp Pemigewassett, of which he was one of the founders in 1908.

Born in Medina, Ohio, on October 24, 1878, the son of Arthur T. Reed, '70, and Kate Bushnell, '71, Dudley received his medical degree from Columbia Medical School in 1908. (He received his A. B. from Oberlin in 1903). In the same year (1908) he married Clara Jane Jones, '05, and moved to Asheville, North Carolina, where he joined the faculty of Asheville School. He was head of the department of physical education at the University of Rochester from 1909 to 1911, going from there to Chicago University.

A former past president of the Oberlin Chapter of the Elyria Red Cross, Dudley served as acting director of Allen Hospital and the college student health service during the school year of 1947-48.

Talented as a musician and composer, he wrote and produced "Reverse English," the first production staged by the Oberlin Players, as a Hospital benefit. He was an active member of the First Congregational Church.

Surviving him are his wife, Clara; two sons, Dudley B. Reed, Jr., '31, of South Milwaukee, Wisconsin, and Thomas L. Reed, '38, of Providence, Rhode Island; a brother, T. A. Reed, '14, of Eugene, Oregon; and a sister, Mrs. Easton Carr (Carolyn A., '03) , of Oberlin.

JOSEPH EDWARD RAYCROFT

Dr. Joseph E. Raycroft, Professor of Health and Physical Education, Emeritus, in Princeton University, was one of the nation's trail-blazers in the fields of physical training and athletics and throughout his distinguished career was concerned with what he termed the "development of the individual as a biological entity--physically, mentally and socially."

A native of Williamstown, Vt., where he was born November 15, 1867, and a member of the University of Chicago's first graduating class (1896), Dr. Raycroft held his first administrative post in athletics even before he launched his universitity studies. From 1888 until he entered Chicago in 1892 he served as director of physical training and athletics at his college preparatory school, Worcester Academy, Worcester, Mass.

During his undergraduate years at Chicago, and also while earning his medical degree at Rush Medical College, Chicago, Dr. Raycroft, a football team-mate of Amos Alonzo Stagg, instructed in the University's Department of Hygiene. He was advanced to an assistant professorship in 1899, to a full professorship in 1904, and for a period of 12 years was the University of Chicago's Medical Director.

Dr. Raycroft, known to thousands of Princetonians as the "father of intramural athletics," was called to Princeton in 1911 as first Chairman of the Department of Health and Physical Education. He held this post continuously until his retirement in 1936, gaining wide recognition for the evolution of a comprehensive student health program and for broadening the base of athletics to include some 90 per cent of Princeton's student body.

In the first World War, when he was a member of the War Department Committee on Training Camp Activities, Dr. Raycroft was largely responsible for supplementing calisthenics with organized athletics. He later enjoyed recalling that in one day at one installation more than 20,000 "G. I. 's" were engaged in boxing, that at another 47 football games were in progress and that at still another a cross-country meet attracted some 2,800 entrants.

A past president of both the College Physical Education Association and the American Health and Physical Education Association, he was a member of the United States Olympic Committees of 1932 and 1936 and in the latter year accompanied the American Olympic Team to Berlin as vice-president of the American Olympic Association.

Dr. Raycroft, at various times a national officer of the Camp Fire Girls of America and the American Sports Federation, was for many years Medical Consultant to the N. J. Department of Institutions and

Agencies. He was a member of the N. J. Committee on Mental Hygiene and a former president of the Board of Managers of the N. J. State Hospital for the Insane.

In 1948 Dr. Raycroft was honored with the opening of the Joseph E. Raycroft Library in Princeton's Herbert Lowell Dillion Gymnasium. This ''athletic-medical library,'' consisting of some 1,500 volumes, replaced, insofar as it was possible to do so, the original Raycroft collections which had been destroyed when the old University Gymnasium was razed by fire in May, 1944.

Dr. Raycroft, who had devoted nearly a half-century to assembling the original collection, directed the gathering together of the new library. He was assisted by colleges, athletic organizations and individuals in reconstituting a unique library that places about equal emphasis on sports and medicine.

Dr. Raycroft, the recipient of the honorary degree of Master of Physical Education from Springfield College in 1934, was awarded a citation for public service by the University of Chicago in 1941. He was a member of both Phi Beta Kappa and Sigma Xi, national honorary societies, and had also been active in Alpha Delta Phi and Nu Sigma Nu.

NOMINATIONS

Mr. President and Members of the C. P. E. A. :

According to the provisions of Article IV - Section 1:
"The officers and the Council Member-at-Large are to be elected by the membership at the annual business meeting. The Nominating Committee shall prepare a slate of three names for each office and for the Council Member-at-Large. Additional nominations may be made from the floor at the business meeting. A majority vote with a quorum present shall be required for election. If no candidate receives a majority on the first ballot the two candidates receiving the highest number of votes shall than be voted on.

Your committee has studied the list of members of this association very carefully in an effort to present to the assembled delegates a slate of officers that will furnish vigorous, able and intelligent leadership.

The committee of Lloyd Jones, Leonard Larson, and Paul F. Cieurzo, Jr. respectfully submits the following nominations:

Secretary-Treasurer:	Richard Jamerson
Council Member-at-Large:	William Meredith Karl B. Bookwalter John Jones
President Elect:	Arthur S. Daniels L. Carroll Adams
*President:	Albert E. Lumley Clair V. Langton Ernest B. Smith

*Runner up to be voted on for President Elect.

In the case of the Secretary-Treasurer, Section 3 - provides that the membership may re-elect this officer. The interpretation being that in this case it was not necessary to nominate three candidates.

Lloyd Jones, Penn State
University
Leonard Larson, New York
University
Paul F. Cieurzo, Jr.
University of Rhode Island

COMMITTEE REPORT

PROBLEMS OF COLLEGE PHYSICAL EDUCATION

TO: The President and the Executive Committee, College Physical Education Association

FROM: The Committee on Problems of College Physical Education

1. The Chairman and the personnel of the committee were changed following the 1954 meeting. It was decided that the 1955 program should include reports from each of the committee members on current developments in their respective areas which the College Physical Education Association should support. Each committee member was requested to prepare a statement for his particular area. This program was decided upon with a view to presenting a summary of the latest developments in physical education which have implications for the higher education level.
2. The work of the committee during the 1955 period consisted of the following activities:
    a. Each committee member was contacted by the Chairman and asked to suggest doctorate research that should be reviewed at the annual College Physical Education Association Meeting.
    b. Correspondence was carried on with members of the committee and others interested in problems of college physical education.
    c. Students were advised on the selection of studies consistent with the reports of the Problems Committee.
    d. Requests were acted upon for support of the C.P.E.A. in connection with proposed studies.
    e. The Operating Code for the Problems Committee of the C.P.E.A. was reviewed and revisions suggested.

Recommendations:

1. That the Committee on Problems of the College Physical Education Association be continued. It is suggested, however, that the revision in the Operating Code suggested by the committee be adopted. This would allow for the rotation of membership.
2. That in order to accomplish the activities of the committee $50 be made available.

Respectfully Submitted,

Ray Duncan	T. E. McDonough
Arthur Esslinger	William Meredith
A. W. Hubbard	Carl Nordly
William Hughes	Delbert Oberteuffer
Lloyd M. Jones	Karl Oermann
Leonard A. Larson	Harry Scott
H. Leibee	Raymond Snyder

Charles A. Bucher, Chairman

Resolved:

To support the National Commission of the Accreditation of Teacher Education and similar agencies in their efforts to improve professional preparation.

To urge all institutions preparing teachers in Health, Physical Education and Recreation to actively upgrade their own programs.

That our membership seek and take advantage of opportunities to take part in evaluation teams.

National Committee for the Improvement of Professional Preparation

Resolved:

That the CPEA continue its program of public relations with a view to developing informed publics about the place and values of physical education in higher education and in contemporary American and world life.

That the CPEA take such steps as are necessary in informing its membership relative to (a) information to convey to these publics, (b) media by which such information can be conveyed, and (c) methods and techniques to be used in effecting the overall public relations program.

That CPEA, through its Public Relations Committee, express their approval and interest of the Federal Government in physical fitness, this resolution being expressed in the form of a letter from the President of the CPEA, expressing the interest, desire and trust of the CPEA that the Government will recognize the contribution which our professional organization can make in dealing with this problem of physical fitness.

Public Relations Committee

Resolved:

That the College Physical Education Association expresses its appreciation to Queens College of the City of New York for making available the space and facilities in the Paul Klapper Library for housing displaying, and making available for wider use the recorded materials, both historical and current, of the Association. Letters expressing this appreciation to be sent to the President and Librarian of Queens College.

Resolved:

That the Association reaffirm past resolutions regarding its stand on matters pertaining to intercollegiate athletics, and that it collaborate with the AAHPER and the NCAA in a National Conference to study and consider mutual problems in this area.

Resolved:

That the Association send a letter to President Eisenhower urging that the postponed Fitness Conference be held as soon as possible.

REPORT OF THE TEACHER EDUCATION COMMITTEE

The members of the committee were polled by mail and asked to indicate areas or problems which were of sufficient importance to warrant further consideration of the committee. Results of this survey indicated interest in two areas: (1) Problems in teacher education which are created by inter-collegiate athletics and (2) Patterns and problems in student teaching in physical education. The two section meetings at this convention were organized around these two interest areas.

One meeting was held by the committee on Teacher Education at Daytona Beach on December 28, 1955. The present committee recommends (1) that next year's teacher education committee be appointed soon enough that a meeting of the committee may be held in Chicago this spring at the time of the convention of the American Association for Health, Physical Education and Recreation and (2) that members of the College Physical Education Association have their attention called to the work of the coordinating committee on collegiate problems of Teacher Education which will meet February 15-16, 1956 at the time of the Teacher Education meetings in Chicago and that the College Physical Education Association give every assistance to the work of this committee.

Respectfully submitted,

Don Adee, Fort Hays Kansas State College
T. J. Chambers, Howard University
R. H. Johnson, University of Illinois
J. W. Kistler, Louisiana State University
R. A. McCall, Ball State Teachers College
K. C. Oerman, University of Pittsburg
J. R. Sharman, University of Alabama
S. B. Sudduth, George Peabody College
H. A. Shenk, University of Kansas, Chairman

REPORT OF THE COMMITTEE ON DISTRICTING OF THE C.P.E.A.

Committee Members

J. W. Fredericks, University of Southern California
H. B. Hunsaker, Utah State Agricultural College
T. E. McDonough, Emory University
M. C. Mileham, University of Cincinnati
E. G. Van Biber, University of Connecticut
L. F. Keller, University of Minnesota

At the 58th annual meeting of the C.P.E.A. in New York a committee on Districting of the C.P.E.A. reported and recommended that the association "may establish divisional associations within its organizational structure." Included within the report were several recommendations dealing with the mechanics of the organization and administration of the proposed divisions.

After some debate and considerable expression of opinion from the members present the recommendations were not approved and the President was instructed to ask the committee to study the problems for another year and submit a proposal at the next annual meeting.

The committee appointed by President Staley has done this and submits the following report:

The Committee recommends that

1. The College Physical Education should not be divided into districts.
2. The Association should adopt a policy of geographical rotation of its annual meetings. The mechanics of such procedure should be determined by the executive council.

Respectfully submitted,

Louis F. Keller, Chairman

REPORT OF COMMITTEE ON POLICIES

Harry A. Scott, Chairman. Other members: J. W. Hewitt, L. L. Messersmith, H. N. Neilson, J. B. Nixon, and J. H. Shaw.

Recommend the adoption of the following policy to serve as a guide to the Executive Committee when the site for the annual meeting is being selected. This policy to be added to the policy (see Report of Committee on Policies, Proceedings of 57 Annual Meeting, 1954, last line on p. 223 and paragraph at top of p. 224), which reads:

To equalize, over a period of years, the distance travelled to meetings by members of the Association residing in various sections of the country, the principle of periodic rotation among cities shall be given consideration in the selection of the site for the annual convention.

Add new paragraph, as follows:

In selecting the site for the annual convention, consideration shall be given to a location that places no restrictions on Association members with references to housing, attendance at meetings, or other factors tending to divide the membership.

REPORT OF THE PUBLIC RELATIONS COMMITTEE OF THE C.P.E.A.

(December 30, 1955)

During the past calendar year the Public Relations Committee of the C.P.E.A. has conducted its business dominantly by correspondence. It has devoted the major part of its effort to fulfilling its objectives which were established at the December 29, 1954 meeting of the C.P.E.A. (See 58th annual Proceedings, C.P.E.A., page 236.)

Following is a summary of the work done by the Public Relations Committee:

1. Made approximately 400 news releases on the professional activities of the C.P.E.A. membership and the purposes and nature of the College Physical Education Association. These were released to the editors of city and college papers of the communities were C.P.E.A. members were in residence.
2. Identified the "public's" needing attention from the standpoint of understanding the place and nature of physical education in higher education and in American and world life.
3. Identified the major public relations problems facing the profession in 1955.
4. Prepared answers to the basic problems in No. 3 above.
5. Identified the most appropriate media through which effecttive public relations work can be done (personal conference, radio, television, public addresses, printed materials, etc.).

Recommendations:

1. Absorb the Publicity Committee of the C.P.E.A. and retain the same committee name for both, namely Public Relations Committee.
2. That the Public Relations Committee for 1956 complete work on the Public Relations brochure, and that this brochure be made available to the C.P.E.A. membership.
3. That funds be made available to carry on appropriate publicity work, principally through news releases and to prepare the brochure which is indicated in 2 above.

Respectfully submitted,

J. S. Barr
R. T. Kretchmar
L. T. Ludwig
D. Oberteuffer
W. W. Sheerer
R. J. Francis, Chairman

REPORT OF THE TESTS AND MEASUREMENTS COMMITTEE

Standards for college men in various physical fitness and sports tests have frequently appeared in the literature. This committee undertook the task of summarizing the standards on physical fitness. It was hoped that a clear-cut set of standards would emerge which would define the physical capacities of college men and which would have national acceptance.

The various committee members aided in collecting the published standards but time did not permit collaboration on this report. Hence, the following recommendations are those of the chairman:

1. There was poor agreement among the various standards examined. This was due to a number of factors, the most important of which are (a) differences in test administration, (b) non-random sampling and (c) little standardization in test conditions.
2. If national standards are to be developed, agreement must be reached on tests to be employed, techniques in their administration and selection of subjects. This has been accomplished in other fields, notably medicine, nutrition and physiology.
3. The Tests and Measurements Committee of the College Physical Education Association should be discontinued in favor of a Research Committee or organization.

Tests and Measurements Committee

H. Steve Brown
Troy Hendricks
Paul Hunsicker
W. A. Koski
Kenneth E. Miller
Henry J. Montoye, Chairman

REPORT OF PRESIDENT'S COMMITTEE ON BASIC RESEARCH

T. K. Cureton, Chairman

This convention inaugurated a new section on ''Basic Research''. At the 2nd General Session there was a presentation of short (4 min.) summaries of papers on ''Future Needs for Basic Research in Physical Education''. In a canvass of prominent leaders throughout the country by the committee in charge of this program (T. E. Blesh, K. W. Bookwalter, D. K. Brace, T. K. Cureton, Chairman, John B. Daugherty, J. E. Hewitt, B. H. Massey, C. H. McCloy, G. T. Shary, J. G. Wolf) several areas were identified as represented by the short summaries. The full papers were mimeographed and were available at the end of the meeting.

I. ''Future Basic Research in the Analysis of Physical Education Activities and the Results Produced as a Result of the Various Kinds and Degrees of Participation'' - T. K. Cureton, University of Illinois.
II. ''Future Basic Research in Psychological Aspects of Movement and Visual Perception in Sports'' - A. W. Hubbard, University of Illinois.
III. ''Future Basic Research in Learning Methods and Conditions'' - F. M. Henry, University of California (presented by Robert Francis).
IV. ''Future Basic Research in Personality Change Through Physical Education and Sports'' - Warren R. Johnson, University of Maryland.
V. ''Future Basic Research on the Kinesiological Aspects of Sports'' - R. V. Ganslen, University of Arkansas.
VI. ''Future Basic Research in Physical Education of a Physiological Nature'' - Paul Hunsicker, University of Michigan.
VII. ''Future Basic Research Relating Physical Education to Health'' - W. M. Staton, Wayne University (presented by Jack Shaw).
VIII. ''Future Basic Research Relating Physical Education to Physiology'' - F. R. Steggerda, University of Illinois.
IX. ''Future Basic Research Relating Physical Education to Child Development'' - C. H. McCloy, State University of Iowa.
X. ''Future Basic Research Relating Physical Education to Sports Medicine'' - Dr. Joseph B. Wolffe, Valley Forge Heart Institute (President of the American College of Sport Medicine).
XI. ''Future Basic Research Relating to Rehabilitation'' - Dr. Ernst Jokl, University of Kentucky (presented by Don Seaton).
XII. ''Needed Basic Research in Determining the Inherent Worth of Physical Education'' - L. A. Larson, New York University, New York (presented by Charles Bucher).

XIII. "Implementing Basic Research in Physical Education" - B. H. Massey, University of Maryland.

XIV. "Priority Problems for the Next Ten Years of Physical Education Research" (Electronic Instrumentation) - Laurence E. Morehouse, University of California, Los Angeles.

XV. "Aquatic Research for the Next Ten Years". - William W. Heusner, Southern Illinois University, Carbondale.

Physical education faces certain problems which are basic to its future. Research is needed upon the effects of physical education upon men and women in the college courses, upon children and upon adults. Few data have been compiled. We have just completed a review of 1100 unpublished theses written in physical education and 227 of these contain some evidence that physical education affects college men and women in a significant manner. These theses were distributed as follows:

		Number of theses
I.	Effects Upon Motor Learning	53
II.	Effects From Participation in Sports	50
III.	Effects Upon Cardiovascular Condition	55
IV.	Effects Upon Physique	27
V.	Effects Upon Social Efficiency (Scholastic Achievement and Personality)	30
VI.	Injuries and Accidents	12
	TOTAL	127

A condensed summary has been made of these theses by the writer with the help of John Brown, J. T. Mahoney, M. S. Yuhasz, E. J. Mack, Harold Wells and Walter Elmore, as agreed upon by a Committee of the College Physical Education Assn. last year in New York.

This summary is now available in my office, 213 Huff Gymnasium, bound in a hard cover, 75 mimeographed pages, for $2.00. Also available is the collection of University of Illinois abstracts, 1924 - 1953, bound, for $3.00.

Discussion Section (T. K. Cureton, presiding)

Dr. C. H. McCloy stated that the research group should be heard for evidence regarding competition affecting men, women and children. Many opinions affecting women and children are without fact.

Dr. J. B. Wolffe stated that wisely directed exercise is the greatest preventive measure against cardiovascular disorder and, likewise, that the therapeutic value of exercise for reduction of atherosclerosis is recognized.

Several delegates, led by Paul Hunsicker, B. H. Massey and Richard V. Ganslen, labored the question as to what could be done to prepare more scholars and able research workers in the field of physical education. The lack of basic background in languages, mathematics, chemistry and physics was deplored.

William Meredith urged steps to sensitize the members of the Association to the meaning and appreciation of research.

Dr. F. R. Steggerda urged that the fine move toward basic research be continued; that, in his opinion, we have good men and more could not have been expected in 30 years compared to 150 years of physiology.

Recommended:

1. That the fifteen papers on ''Future Aspects of Basic Research in Physical Education'' be published in complete form by this Association.
2. That thanks be extended to Dr. J. B. Wolffe, President of the American College of Sports Medicine and Chief of Staff of the Valley Forge Heart Institute, for his significant contribution.
3. Likewise, that thanks be extended to Professor Frederic R. Steggerda, Professor of Physiology at the University of Illinois, for his significant contribution to the meetings.
4. That the section on research be continued.

I, Move the Acceptance of the Report.

Action: Approved.

T. K. Cureton, Chairman

REPORT OF PUBLICITY COMMITTEE

The Publicity Committee publicized the CPEA Convention, Daytona Beach, Florida by:

1. Requesting Mr. Every, Manager Daytona Plaza Hotel to forward pamphlets advertising the hotel and Daytona Beach along with personal letter to each member of the Association.

2. Personal letters and tentative program to each member of the Association from a committee member within that area.

3. Personal letters and copies of the program (tentative) to individuals in Colleges and Universities who were not members of the Association.

4. Announcements in The Journal of Health, Physical Education and Recreation.

5. The activities of the President in forwarding news letters to members of the Association.

Respectfully submitted,

Ernest B. Smith,
Chairman

Committee Members:
Dr. R. A. Snyder, University of California, Los Angeles.
Dr. H. S. Cherry, University of Florida, Gainesville, Fla.
Dr. C. O. Jackson, University of Illinois, Urbana, Ill.
Dr. J. D. Begelman, Hunter College, New York, N. Y.
Dr. J. A. Fischer, Kent State University, Kent, Ohio.
Dr. R. J. Grambeau, University of Michigan, Ann Arbor, Mich.
Dr. M. C. Wakefield, Indiana University, Bloomington, Ind.
Dr. Vernon Sprague, University of Oregon, Eugene, Oregon.
Dr. K. C. H. Oermann, University of Pittsburg, Pittsburg, Penn.
Dr. L. L. Messersmith, Southern Methodist University, Dallas Texas.
Dr. J. E. McCutcheon, University of Toronto, Toronto Ontario, Canada.

REPORT OF THE COMMITTEE ON FUNCTIONS AND STRUCTURE

The work of the Committee on Functions and Structures was presented and discussed at the first two general sessions. This progress report will merely highlight the work of the committee this past year.

Initial efforts of the committee were directed to gaining a clear understanding of its mission and planning a method of attack for appraising the purposes, functions, structure and pattern of annual meetings of this Association. A second step was an analysis of Association proceedings. A third step was a preparation of a questionnaire designed to enlist the aid of Association members in accomplishing the mission of the committee. In addition, eight rounds of correspondence were conducted by the committee as it pushed forward with its task. The committee reported its deliberations and tentative findings at the first two general sessions of this convention. It hopes that the Association membership supports the belief that this organization can profit from a carefully designed self-appraisal. The committee opinion was unanimous that its task was to large and too important to be completed in one year. It therefore respectfully requests the privilege of continuing its work for one more year in order that its final conclusions and recommendations may be soundly conceived and the result of serious and painstaking study. Approval of this request means that the Functions and Structure Committee be changed (more for acceptance) from a President's Committee to a Continuing Committee.

Respectfully Submitted,

Arthur S. Daniels, Chairman

REPORT OF REPRESENTATIVES TO THE ARMED SERVICES COMMITTEE

Mr. President and Members of the College Physical Education Association:

The Armed Services Committee, sometimes referred to as the Joint Committee on Relationships with the Armed Forces, was established in November, 1948. This Committee, until its recent dissolution, was a joint AAHPER and Armed Services Committee to which annually, since December, 1950, the CPEA has appointed two representatives. To conserve time here and space in the proceedings, you are referred to pages 223 and 224 of the 58th ANNUAL PROCEEDINGS of the CPEA for last year's report of your representatives on the activities of the Armed Services Committee in recent years.

During the current calendar year, the CPEA has been represented at three meetings with representatives of the Army, Navy, Air Force, Marine Corps, and the Office of the Secretary for Defense. These meetings were held at the Pentagon on January 21, March 4, and April 8.

At these meetings your professional colleagues attempted without success to encourage Armed Services action on two basic problems: the substitution of ROTC for physical education in colleges and universities; and the granting of blanket college credit for physical education for military service.

Out of these meetings developed a letter to the Secretary for Defense from the AAHPER requesting statements from the four services relative to their position on substituting ROTC for physical education. The response to this request indicated that such a request could not be granted inasmuch as statements such as these might be construed by colleges and universities as attempts on the part of the services to indicate their curricula.

In the course of these meetings, representatives of the services questioned the need for a continuing joint committee and suggested the functions of the committee be reevaluated. In the reevaluation, the services recommended separately and unanimously at the April 8 meeting that the committee be dissolved and that henceforth, the services individually maintain necessary liaison with the professional groups represented on the joint committee.

Having received this reaction of the four services, the Executive Board of the AAHPER took the following action at its May meeting in Washington, D. C.:

1. It discharged the committee as then constituted and directed the Executive Secretary of the AAHPER to write the representatives of the

Armed Forces, informing them of this fact and assuring them of future cooperation. This action was taken and acknowledged August 10 by the Office of the Secretary for Defense, which in turn dissolved the Armed Services section of the joint committee by rescinding the memorandum of August 3, 1949 which had established Armed Services participation on the committee.

2. No action was taken on the recommendation that a Joint Committee be established as a joint committee of the AAHPER, CPEA, AND NCAA with each association invited to designate four representatives. This committee would, if set up, serve as a liaison group and work cooperatively with the various branches of the service individually as the need arises.

Pursuant to the above, your representatives on the Armed Services Committee recommend

1. That the Executive Council of the CPEA explore the need for a CPEA Armed Services Committee to fill the void left by the dissolution of the AAHPER's Joint Committee on the Relationships with the Armed Forces. If a real need for such a committee is discovered, such a committee should be established and the responsibilities, structure and functions of the committee should clearly be defined. (Your representatives have not defined the responsibilities, structure and functions of such a committee because they fail to visualize a real need for a CPEA Armed Services Committee in view of the present attitude of the individual armed services expressed earlier in this report.)

2. That if such a committee is established, consideration should be given to working, for the present, with the individual Armed Services rather than with the Office of the Secretary for Defense, and that said services be informed of the structure and purposes of the committee.

3. That if such a committee is not established, the President of the CPEA should give consideration to communicating with the Secretaries of the Army, Navy, Air Force, and the Commandent of the Marine Corps for the purpose of offering CPEA counsel and assistance to them, upon request, on professional physical education and sports matters.

Respectively submitted,

B. E. Phillips, Chairman
Veterans Administration

B. F. Husman
University of Maryland

REPORT of the REPRESENTATIVE to the NATIONAL COMMITTEE for the IMPROVEMENT of PROFESSIONAL PREPARATION in HEALTH EDUCATION, PHYSICAL EDUCATION and RECREATION

Your representative attended the meeting of the Committee at the Hotel Conrad Hilton in Chicago on February 24, 1955.

The officers for 1955-56:

Chairman: William F. Meredith, University of Pennsylvania
Vice-Chairman: William L. Hughes, Temple University
Secretary-Treasurer: H. Frederick Kilander, New York University
Members-at-large: William M. Grimshaw, Ithaca College
Dorothy B. Nyswander, University of California

1. The Treasurer reported:

Balance on hand April 13, 1954	$310.48
Disbursements	18.00
Balance on hand February 24, 1955	$292.48

2. Reports were presented by representatives of the following organizations:

   American Association for Health, Physical Education and Recreation - Carl L. Nordly
   American School Health Association - H. Frederick Kilander
   Athletic Institute - William L. Hughes
   College Physical Education Association - William F. Meredith
   College Recreation Association - William M. Grimshaw

3. Revision of Evaluation Schedules for Health Education, Physical Education and Recreation.

   Following discussion of the revision of the schedules it was agreed that:

   a. A long form be prepared first in each area, to be tried out by a number of institutions, groups and workshops for further refinements. On the basis of the experiences the forms for general use would be developed.
   b. A short form to be prepared later on the basis of those items in the long form which are most revealing in the evaluation of a college program.

   Voted that William L. Hughes, Chairman of the Professional Education Section, AAHPER, be chairman of the Revision Committee for the Schedules the sub-chairman to be H. F. Kilander, Health Education, Joy Kistler, Physical Education and Earl Kauffman, Recreation, the chairmen, respectively, the three subsections of the Professional Education Section, AAHPER. These assignments made to avoid duplication of effort, have been accepted and the four men have been working on the project for some months. Plans have been made for them to meet in Washington under the auspices of the AAHPER and a meeting of a larger group will be held later, probably in Chicago, expenses to be paid by the Athletic Institute. Some delay has risen from a desire to see the schedules in other areas developed under the direction of the National Council for the Accreditation of Teacher Education. George F. Anderson, Assistant Executive Secretary, AAHPER, is assisting with the project.

4. It was agreed that each of the representatives, in presenting their Association reports in 1956, be requested to check on the objectives of the Committee, and report on activities of their Association in promoting in-service programs in teacher education or related areas.
5. Meetings sponsored by AAHPER and AACTE were held on the two days following at the Hotel Conrad Hilton. On February 25, the topic was ''The Revision of Schedules of Evaluation of Professional Preparation in Health Education, Physical Education and Recreation". William L. Hughes chaired the meeting and the topic was discussed by George F. Anderson.

   The opening meeting was followed by three group discussions led by the three sub-chairmen: Kilander, Kistler and Kauffman.

On February 26, the second meeting considered ''The Implications of Trends in Teacher Education for Professional Preparation in Health Education, Physical Education and Recreation''. Laura Huelster of the University of Illinois presided and William F. Meredith reported for the Committee on Improvement of Professional Preparation. The following served as resource consultants: W. S. Cannon, Bernice Cooper, D. B. Dyer, M. A. Gabrielson, W. L. Hughes, J. G. Neal, C. L. Nordly, Dorothy B. Nyswander and Robert Yoho.

6. The next meeting of the Committee will be held in conjunction with the National Convention of the AAHPER at the Hotel Conrad Hilton in Chicago on Sunday, March 25, 1956, 1:00-4:00 P. M.

Respectfully submitted,

William F. Meredith,
Representative

FINANCIAL STATEMENT
Dec. 1954—Dec. 1955

Balance: December 1, 1954	Cash		953.20
	Reserve		1601.21
			2554.41
INCOME:			
Membership Dues (418)		2088.00	
Luncheon Tickets (65)		260.00	
Sale: Proceedings		259.00	
Facilities Book		242.00	
Touchfootball Rules		160.00	
		3009.55	3009.55
Total Income and Reserve, Dec. 1, 1955			5563.96
EXPENSES:			
Convention:	Programs	79.95	
	Luncheon	299.22	
	Hospitality Hour	25.84	
	Publicity	50.00	
	Name Tags	19.50	
	Fees, General Expenses	73.25	
Telegrams		5.66	
Address Plates		10.54	
Stationery and Envelopes		79.00	
President's Expenses		16.99	
Refunds		2.00	
Returned Check		5.50	
Bond (For Sec'y. Tres.)		10.00	
American Council Education		50.00	
Postage		20.90	
Proceedings		1343.37	
Sec'y.-Clerical & Services		300.00	
		2387.72	2387.72
Total Cash and Reserve: Dec. 1, 1955.			3176.24
Less Reserve:			1601.21
Cash Balance: December 1, 1955			1575.03

Respectfully Submitted,
R. E. Jamerson,
Secretary-Treasurer

COLLEGE PHYSICAL EDUCATION ASSOCIATION EXECUTIVE COUNCIL MEETING

December 28, 1955

Present: S. C. Staley, President; A. E. Lumley, Vice-President; R. E. Jamerson, Secretary-Treasurer; W. F. Meredith; E. D. Mitchell

1. Approved report by Secretary-Treasurer.
2. Approved report by program chairman.
3. Approved sponsoring trip for wives and children of members to Marineland, providing there were as many as 20 making the trip at the announced cost. The cost to the Association to be approximately $25.00

Respectfully submitted,

R. E. Jamerson, Secretary-Treasurer

DECEMBER 29, 1956 MEETING

Present: E. B. Smith, President; A. S. Daniels, President-Elect; R. E. Jamerson, Secretary-Treasurer; S. C. Staley, Past-President; W. F. Meredith, Councilman-at-large.

1. Discussed sites for 1956 convention. Final approval given to holding convention in Columbus, Ohio on December 27-29, 1956.

DECEMBER 30, 1956 MEETING

1. Discussed location for 1956 convention. Final approval given to meeting at Deschler-Wallick Hotel in Columbus, Ohio.
2. Instructed A. S. Daniels to request Charles Kovacic of Ohio State to serve as local chairman for convention arrangements. (tentative).
3. Discussed general program plans as presented by A. S. Daniels.

Respectfully submitted,

R. E. Jamerson, Secretary-Treasurer

COLLEGE PHYSICAL EDUCATION ASSOCIATION
BUSINESS MEETING

December 29, 1955

The Fifty-Ninth Annual Meeting of the College Physical Education Association was held in Daytona Beach, Florida, on December 29, 1955. The meeting was called to order by President Seward Staley at 3:30 PM in the Ocean Room of the Daytona Plaza Hotel. Approximately one hundred thirty members were present.

The Treasurers report was read with the motion that it be accepted, second by A. H. Rhoads, accepted.

President Staley called for reports of various committees as follows: (Discussion comments appera here, detailed reports by Committee Chairman appear elsewhere in the Proceedings).

Nominations. P. A. Cieurzo, chairman, presented the following slate of officers (direction to the membership was as follows, (1) the third name on the ballot for president-elect shall be the runner-up in the voting for president, and (2) the committee intepretes Article IV, section 3 of the Constitution to mean that only one name need be submitted for the office of Secretary-Treasurer, if it is the desire of the membership that the secretary-treasurer continue in office). President: C. V. Langton, A. E. Lumley, E. B. Smith. President Staley asked for nominations from the floor for the office of president. L. C. Adams was nominated by D. C. Furman, second by Arthur Weston. W. F. Meredith moved the nominations close, second by V. M. Moore, passed. There being no majority on the first ballot, members were asked to vote for A. E. Lumley and E. B. Smith the two candidates receiving the highest number of votes. E. B. Smith was elected on the second ballot. President-Elect: L. C. Adams, A. S. Daniels, A. E. Lumley. President Staley asked for nominations from the floor for the office of president-elect. T. N. Metcalf moved the nominations close, second by P. V. Keen, passed. There being no majority on the first ballot members were asked to vote for A. S. Daniels and A. E. Lumley, the two candidates receiving the highest number of votes. A. S. Daniels was elected President-Elect on the second ballot. Council-Man-At-Large: K. W. Bookwalter, J. O. Jones, W. F. Meredith. President Staley asked for nominations from the floor; L. M. Jones moved nominations close, second by J. H. Shaw, passed. W. F. Meredith elected on first ballot. Secretary-Treasurer: R. E. Jamerson. President Staley asked for nominations from the floor; K. W. Bookwalter moved nominations close, second by J. H. Shaw, passed. Secretary instructed to cast unanimous ballot for office of secretary-treasurer.

Constitution. P. H. Derr, chairman. No report.

Construction and Equipment. D. C. Seaton, chairman moved acceptance of report, second by A. S. Daniels, passed.

Curriculum Research. H. G. Danford, chairman moved that report be received second by K. H. McCristal, passed.

Film Projects and Television. L. G. Kranz, chairman, No report and moved that the committee be abolished, second by J. H. Shaw, passed

Finance. L. C. Adams, chairman, moved acceptance of report, second by L. F. Keller, passed.

Foreign Relations. E. FK Ziegler, chairman, moved acceptance of report, second by B. F. Husman, passed.

Historical Records. G. W. Howard (report by R. E. Jamerson), chairman, moved acceptance of report, second by L. F. Keller, passed.

Intramural Sports. H. S. Cherry, chairman, moved acceptance of report, second by R. J. Grambeau, passed.

Membership. A. E. Lumley, chairman, moved acceptance of report, second by A. H. Rhoads, passed. New members asked to stand and be recognized and welcomed. Honorary memberships voted to J. H. Nichols and G. E. Gauthier.

Necrology. G. L. Rider (report by R. E. Jamerson), chairman. Reported passing of H. A. Johnson, W. R. LaPorte, J. R. Raycroft, D. B. Reed and F. A. Wolff. Membership observed moment of silence in respect to their departed colleagues.

Problems of College Physical Education. C. A. Bucher, chairman, moved acceptance of report, second by W. F. Meredith, passed.

Required Service Program. H. C. Leibee (report by H. W. Schnell), chairman, moved acceptance of report, second by B. F. Husman, passed.

Resolutions. G. T. Stafford, chairman, moved acceptance of report, second by C. O. Jackson, passed.

Teacher Education. H. A. Shenk, chairman, moved acceptance of report, second by H. G. Danford, passed.

Districting of C.P.E.A. L. F. Keller, chairman, moved acceptance of report with request that committee be discontinued, second by W. F. Meredith, passed. Discussion indicated favorable attitude toward the principle of rotating meetings geographically and interest in meeting on west coast at an early date.

Operating Codes. L. A. Hess (report by L. C. Adams), chairman, moved acceptance of report with request that committee suspend operation until final report of Committee on Structure and Function is given, second by H. G. Danford, passed.

Policies. H. A. Scott (report by R. E. Jamerson), chairman, moved acceptance of report, second by D. C. Furman, passed.

Public Relations. R. J. Francis, chairman, moved acceptance of report, second by E. B. Smith, passed.

Tests and Measurements. H. J. Montoye, chairman, moved acceptance of report with request that committee be discharged, second by L. F. Keller, passed.

Basic Research. T. K. Cureton, chairman, moved acceptance of report with suggestion that letters of appreciation be sent to Professor F. R. Steggerda and Professor J. B. Wolfe for their contributions to the work of the committee, seconded by A. S. Daniels, The chairman requested that the reports be published in the Proceedings. The request was acceptable provided the reports are revised to conform to Association policy limiting same to 2000 words. Passed.

Convention Publicity. E. B. Smith, chairman, moved acceptance of report, second by W. F. Meredith, passed.

Functions and Structure. A. S. Daniels, chairman, moved acceptance of report and that committee be continued for another year, second by E. B. Smith, passed.

Hospitality. D. K. Stanley, chairman, moved acceptance of report with request that Mr. Niles and Mr. Every be sent letters of appreciation for their fine work in arranging meetings and activities for the association during its stay in Daytona Beach, second by P. V. Keen, passed.

Program. H. C. Kenney, chairman. No report.

American Council on Education. L. M. Fraley (report by W. F. Meredith), representative. Fraley attended the ACE meetings as our representative.

Armed Services Committee. B. E. Phillips (report by B. F. Husman), chairman, moved acceptance of report with recommendation that committee be discontinued, second T. N. Metcalf, passed.

College Committee on Physical Education and Athletics. L. F. Keller, chairman, No report.

National Committee for Improvement of Professional Education. W. F. Meredith, chairman, moved report be received, second by C. O. Jackson, passed.

Representative Assembly of AAHPER. R. E. Jamerson, chairman. No report.

New Business. Discussion of possibility of meeting at a time other than Christmas holidags. Straw vote indicated divided opinion between present time and an early fall date. R. J. Francis suggested polling membership for opinion on several dates--fall (early-late), Christmas, May, June. There being no further business the meeting adjourned on a motion by B. F. Husman, seconded by R. O. Duncan, passed with standing ovation in recognition of the fine work of President Staley and his associates for 1955.

COLLEGE PHYSICAL EDUCATION ASSOCIATION

CONSTITUTION

ARTICLE I - NAME

Section 1 - The organization shall be known as the COLLEGE PHYSICAL EDUCATION ASSOCIATION FOR MEN.

ARTICLE II - OBJECTIVES

Section 1 - Objectives of the ASSOCIATION relate to the advancement of physical education in institutions of higher learning, including; the basic instructional program; intramural athletics; teacher education; and such other activities as may be assigned to a given college department. More specifically, the objectives are:

a. To awaken and promote an intelligent interest in and improvement of teaching and administrative standards.
b. To acquire and disseminate accurate professional information.
c. To establish techniques of promotion that insure an adequate and comprehensive program.
d. To pursue research that advances the profession of physical education.
e. To assist all members of the ASSOCIATION in accomplishing the above objectives.

ARTICLE III - MEMBERSHIP

Section 1 - The ASSOCIATION shall consist of members as hereinafter provided.

ARTICLE IV - GOVERNMENT

Section 1 - The government of the ASSOCIATION shall be vested in an Executive Council, officers, committees, and members as hereinafter provided.

ARTICLE V - SECTIONS

Section 1 - The ASSOCIATION may establish sections within its organizational structure as hereinafter provided.

ARTICLE VI - MEETINGS

Section 1 - The ASSOCIATION shall conduct annual and special meetings as hereinafter provided.

ARTICLE VII - AMENDMENTS

Section 1 - This Constitution may be amended at any regular or special meeting of the ASSOCIATION, or by mail vote. A favorable vote of three-fourths (3/4) of the members present at a regular or special business meeting, or a majority of the current membership by mail vote, shall be required for amendment; no mail vote shall be valid beyond thirty (30) days after official notification. In either case (regular or special meeting) a quorum must take action as hereinafter provided.

BY-LAWS

ARTICLE I - MEMBERSHIP AND DUES

Section 1 - There shall be two (2) types of membership; active members and honorary life members. All members shall have equal voting privileges. Active members, only, shall pay dues -- as provided in Sections 2, 3, and 4 below.

Section 2 - Active members are men actively engaged in teaching or administering one or more components of college physical education, men with teaching experience pursuing graduate study, or men engaged or interested in allied fields.

a. The Membership Committee, as provided in Article VIII, Section 4 shall review the qualifications of all applicants for active membership and report its findings to the Secretary-Treasurer. A satisfactory report by the Membership Committee shall empower the Secretary-Treasurer to carry the person on the membership roster, so long as he remains in good standing as provided in the following Section.

Section 3 - Active membership dues shall be five-dollars ($5.00) per fiscal year -- as provided in Article X, Section 5 -- payable to the

Secretary-Treasurer upon official notification by him. Members delinquent in their annual dues for a period of one (1) year shall be dropped from the rolls; reinstatement consists of paying the annual current dues.

Section 4 - Honorary life membership may be conferred upon Active members or former Active members by a two-thirds (2/3) affirmative vote at a regular business meeting. Honorary life members shall enjoy all the rights and privileges of active members except the payment of dues.

ARTICLE II - EXECUTIVE COUNCIL

Section 1 - The Executive Council shall consist of the President, President-Elect, the immediate Past-President, the Secretary-Treasurer, and one (1) Member-at-Large as provided in Articles III and IV below. All members of the Executive Council shall have equal voting powers.

Section 2 - The Executive Council shall manage the general affairs of the ASSOCIATION, except as hereinafter specified.These general affairs shall consist of: (a) fulfilling directives given to it by the membership at the annual business meeting, or by mail vote; (b) presenting matters of policy to the membership at the annual business meeting, or by mail vote, for adoption or ratification; (c) acting for the ASSOCIATION between annual meetings; and (d) maintaining an active professional program throughout the year.

ARTICLE III - OFFICERS AND DUTIES

Section 1 - Officers of the ASSOCIATION shall consist of the President, President-Elect, and Secretary-Treasurer.

Section 2 - The President shall preside at all ASSOCIATION and Executive Council meetings, and appoint all committees as prescribed in Article VIII. He shall call and make appropriate arrangements for the place and conduct of all meetings of the ASSOCIATION and Executive Council as provided in Article VI. He shall supervise the program planning for all ASSOCIATION meetings as provided in Section 3 below. He shall provide for an annual audit of the Secretary-Treasurer's accounts as provided in Section 4 below. He shall serve as an ex-officio member of all committees as provided in Article VIII.

Section 3 - The President-Elect shall, during the absence of the President, perform all duties of the President and, if the office of President becomes vacant, the President-Elect shall succeed to the presidency for the unexpired term. The President-Elect shall succeed to the presidency at the normal expiration of the President's term of office as provided in Article IV. The President-Elect shall plan the ASSOCIATION program for its regular annual meeting, under the supervision of the President as stipulated in Section 2 above.

Section 4 - The Secretary-Treasurer shall perform all duties usually incumbent upon these offices, edit and cause to be published the Proceedings of the annual meeting and other publications, in accordance with Article IX, collect dues, pay ASSOCIATION bills on approval by the President, assume general charge of all monies belonging to the ASSOCIATION, render a financial account to members at the annual business meeting, and conduct mail voting procedures as authorized by the President. The Secretary-Treasurer shall be bonded by the ASSOCIATION to the sum of one-thousand dollars ($1000.00) per annum. He shall receive the sum of three-hundred dollars ($300.00) per year for clerical and other services, if funds permit as determined by the Executive Council.

ARTICLE IV - ELECTION OF OFFICERS AND THE COUNCIL MEMBER-AT-LARGE

Section 1 - Officers and the Council Member-at-Large shall be elected by the membership at the annual business meeting. A Nominating Committee, consisting of three members, shall be appointed by the President at least three (3) months preceding the annual business meeting at which officers and the Council Member-at-Large are to be elected. The Nominating Committee shall prepare a slate of three names for each office and for the Council Member-at-Large. Additional nominations may be made from the floor at the annual business meeting. A majority vote, with a quorum present, shall be required for election: if no candidate receives a majority on the first ballot, the two candidates receiving the highest number of votes shall then be voted upon. Elections shall be by secret ballot.

Section 2 - Officers and the Council Member-at-Large shall be elected for one (1) year, extending from the close of the annual meeting at which they are elected to the close of the next annual meeting at which their successors are elected. If for some unusual reason a quorum be not present at the election of officers -- as provided in Article VII, Section 1 -- the incumbent officers and Council Member-at-Large shall remain in their respective positions for the ensuing year.

Section 3 - The President, President-Elect, and Council Member-at-Large shall not immediately succeed themselves in the same office, except as specified in Section 2 above. The Secretary-Treasurer may be reelected from year to year at the pleasure of the membership.

Section 4 - Vacancies, except as provided in Article III, Section 3, shall be filled by the Executive Council pending the regular election.

ARTICLE V - SECTIONS

Section 1 - The ASSOCIATION may establish sections within its organizational structure to promote the activities of professional-interest groups. Examples are: basic instructional program; intramural athletics; teacher education; inter-collegiate athletics; and others.

Section 2 - The membership may authorize the establishment of any given section at a regular business meeting by majority vote, upon written application by twenty-five (25) current members stating the purpose and function of the proposed section, and upon recommendation by the Executive Council -- provided a quorum takes action as prescribed in Article VII.

Section 3 - Each section shall pursue professional activities throughout the year, and may conduct a section meeting in conjunction with the regular annual meeting of the ASSOCIATION open to the entire membership.

Section 4 - The ASSOCIATION may abolish a given section at a regular business meeting by a two-thirds (2/3) majority vote provided a quorum takes action as prescribed in Article VII.

ARTICLE VI - MEETINGS

Section 1 - The ASSOCIATION and its Executive Council shall each hold at least one annual meeting at the time and place designated by the Executive Council.

Section 2 - Special meetings of the ASSOCIATION and/or the Executive Council may be called by the President upon authorization by the Executive Council.

ARTICLE VII - QUORUM

Section 1 - A quorum to conduct ASSOCIATION business at its regular annual meeting, or by mail vote, shall consist of not less than fifteen percent (15%) of the current membership. No mail vote shall be valid after thirty (30) days from the date upon which the question was mailed by the Secretary-Treasurer to the members for action.

Section 2 - A quorum of the Executive Council shall consist of at least three (3) members including the President, or the President-Elect duly authorized by the President to act for him.

ARTICLE VIII - COMMITTEES

Section 1 - Committees shall be designated as President's Committees, Continuing Committees, Standing Committees, and Joint Committees.

Section 2 - President's Committee shall be appointed by the President and expire with his term of office.

Section 3 - Continuing Committees shall be authorized by the membership at a regular business meeting, or by mail vote. Continuing Committee members shall be appointed by the President and approved by the Executive Council. A Continuing Committee is one whose assignment extends beyond the term of office for which the President is elected, but which deals with a specific project or problem of terminal nature. Such committees shall continue until discharged by official action of the membership at a regular business meeting, or by mail vote.

Section 4 - Standing Committees shall be authorized by the membership at a regular business meeting, or by mail vote. Standing Committee members shall be appointed by the President and approved by the Executive Council. A Standing Committee is one assigned a given task which, of necessity, extends indefinitely. Such committees shall follow the policy of rotating membership and number of members as determined by the Executive Council, with no person appointed for a period to exceed three (3) consecutive years. Standing Committees presently recognized by the ASSOCIATION are: constitution revision; construction and equipment; curriculum research; film projects and television; finance; foreign relations; historical records; intramural sports; membership; necrology; problems of college physical education; required service program; teacher education; resolutions; and nominations.

Section 5 - Joint Committees shall be authorized by the Executive Council and appointed by the President. A Joint Committee is one that deals with a specific project or problem in cooperative relationships with one or more other associations or organizations.

Section 6 - Each Continuing Committee and Standing Committee shall prepare an operating code which is to be approved by the Executive Council.

Section 7 - All committees shall report at each annual meeting as determined by the Executive Council.

ARTICLE IX - PUBLICATIONS

Section 1 - The official publication of the ASSOCIATION is the Proceedings which contains a record of activities carried on throughout the year, culminating in the annual meeting.

Section 2 - The Secretary-Treasurer shall be responsible for editing and publishing the Proceedings as soon as practicable after each annual meeting, and for the distribution of free copies to all members in good standing.

Section 3 - The Secretary-Treasurer shall arrange for the publication and distribution of such other materials as the Executive Council may direct.

ARTICLE X - FINANCE

Section 1 - Monies obtained by the ASSOCIATION shall be allocated to the: (a) operating budget; or (b) permanent fund.

Section 2 - The operating budget shall contain those funds deemed necessary by the Executive Council to carry on the work of the ASSOCIATION throughout the fiscal year, including the annual meeting.

Section 3 - The permanent fund represents those monies that accumulate from time to time in excess of the operating budget. The Secretary-Treasurer shall invest these sums upon recommendation by the Finance Committee (as defined in the following Section) and as approved by the Executive Council.

Section 4 - A standing committee, known as the Finance Committee and conducting its affairs under the direction of the Executive Council, shall: (a) prepare annually the operating budget; and (b) make recommendations to the Executive Council on the investment of surplus funds.

Section 5 - The fiscal year shall extend from Dec. 1, to Nov. 30.

ARTICLE XI - RULES OF ORDER

Section 1 - Except as otherwise specified in this Constitution and By-Laws, Robert's Rules of Order shall govern all parliamentary procedure of the ASSOCIATION.

Section 2 - The President shall appoint a qualified parliamentarian to serve at all official meetings of the ASSOCIATION and Executive Council.

ARTICLE XII - AMENDMENTS

Section 1 - These By-Laws may be amended at any regular or special meeting of the ASSOCIATION, or by mail vote. A favorable vote of two-thirds (2/3) of the members present at a regular or special business meeting, or a majority of the current membership by mail vote, shall be required for amendment; no mail vote shall be valid beyond thirty (30) days after official notification. In either case (regular or special meeting) a quorum must take action as provided in Article VII.

ROLL OF MEMBERS - 1956

(Corrected to March 1, 1956)

*Attended 1955 Convention (1) Past-President (2) Honorary (3) Past Secretary-Treasurer.

ALABAMA

Baughman, W. J., Phd.	University of Alabama (1948)
Flowers, H. A., M.A.	State Teachers College, Florence (1948)
Salls, D. J., M.A.	State Teachers College,Jacksonville(1948)
Sharman, J. E., M.A.	Howard College (1955)
Watson, E. F., EdD.	Troy State Teachers College (1952)

ARIZONA

Lavik, R. H., M.A.	Arizona State College (1951)
Thomson, R. G., M.A.	Arizona State College (1954)

ARKANSAS

Hendricks, Troy, EdD.	University of Arkansas (1949)
Moore, G. C., PhD.	University of Arkansas (1954)
Morrow, A. H., M.A.	Philander Smith College (1954)

CALIFORNIA

Cooper, J. M., EdD.	University of Southern California (1954)
Davis, E. C., PhD.	University of Southern California (1932) (1)
*Fredericks, J. W., EdD.	University of Southern California (1934)
Harder, Theodore, M.A.	University of California, Santa Barbara (1949)
Harkness, W. W., M.A.	San Francisco State College (1949)
Hewitt, J. E., EdD.	University of California, Riverside (1953)
Hollingsworth, C. B., M.A..	University of California, Los Angeles (1948)
Jumonville, F. J., EdD.	Los Angeles State College (1954)
Kaywood, Richard, EdD.	Santa Barbara College (1949)
Massey, W. N., PhD.	University of California, Los Angeles (1954)
McCormick, H. J., EdD.	Sacramento State College (1941)
Miller, B. W., PhD.	University of California, Los Angeles (1943)

CALIFORNIA (Continued)

Miller, H. G., M.A.	University of Southern California (1954)
*Nixon, J. E., EdD.	Stanford University (1949)
Nordly, C. L., PhD.	University of California (1935) (1)
Pape, L. A., EdD.	Fresno State College (1949)
Richardson, E. D., EdD.	University of California, Los Angeles (1953)
Rowen, Victor, EdD.	ASan Francisco State College (1953)
Sellwood, J. J., EdD.	University of California, Los Angeles (1955)
Snyder, R. A., EdD.	University of California, Los Angeles (1946)
Toomey, E. F., B.S.	University of California (1935)
Vandenburgh, W. G., EdD.	Fresno State College (1952)
Williams, J. F., M.D.	Carmel, California (1919) (1) (2)

COLORADO

*Bartelma, D. C., EdD.	University of Colorado (1948)
Cillo, Lt. W. C., B.S.	U. S. Air Force Academy (1955)
Clapp, R. G., M.D.	1200 S. College Avenue, Ft. Collins (1906) (2)
Doubenmier, J. S., M.A.	Colorado State College of Education (1949)
Lobdell, Capt. Harrison, B.S.	U.S. Air Force Academy (1955)
MacKenzie, M. M., EdD.	U. S. Air Force Academy (1952)
McGlothin, Maj. W. C., B.S.	U. S. Air Force Academy (1955)
Vavra, C. G., B.A.	University of Colorado (1954)

CONNECTICUT

Blesh, T. E., PhD.	Yale University (1951)
Fait, Hollis, PhD.	University of Connecticut (1953)
*Field, D. A., PhD.	Bridgeport University (1951)
Jessup, H. M., M.A.	Danbury State Teachers College (1954)
Martin, J. F., B.A.	Wesleyan University (1924)
McCurdy, H. G., M.A.	Wesleyan University (1925)
Oosting, Ray, M.Ed.	Trinity College (1927)
Van Bibber, E. G., EdD.	University of Connecticut (1938)

DELAWARE

Jackson, E. L., M. Ed.	Delaware State College (1951)

DISTRICT OF COLUMBIA

(Washington)

*Anderson, G. F., EdD.	AAHPER, 1201 Sixteenth St. N.W. (1953)

DISTRICT OF COLUMBIA (Continued)

Anderson, J. M., PhD.	AAHPER, 1201 Sixteenth St. N. W. (1948)
Burr, J. H., M.Ed.	Howard University (193)
Chambers, J. T., M.Ed.	Howard University (1952)
Hart, T. A., M.S.	Howard University (1951)
Krupa, J. H., EdD.	George Washington University (1955)
Phillips, B. E., PhD.	Veterans Administration, 3411 N St. N.W. (1949)
Troester, C. A., Jr., EdD.	AAHPER, 1201 Sixteenth St. N.W. (1941)
Tyrance, H. J., PhD.	Howard University (1948)

FLORIDA

Adams, M. K., M.A.	University of Tampa (1955)
*Cherry, H. S., M.A.	University of Florida (1951)
*Damron, C. F., Dir. P.E.	University of Florida (1955)
*Danford, H. G., EdD.	Florida State University (1947)
*Haskin, Jack, Dir. Rec.	Florida State University (1955)
*Kelsey, J. M., M.A.	Miami University (1955)
*Leaver, D. L., M.A.	Bethune-Cookman College (1955)
*Mason, J. G., EdD.	Miami University (1948)
*McCachren, J. R., M.A.	University of Florida (1955)
*Miller, K. D., EdD.	Florida State University (1948)
*Moreland, R. B., M.Ed.	J. B. Stetson University (1955)
*Philpott, F. E., M.A.	University of Florida (1955)
Price, Hartley, PhD.	Florida State University (1947)
Salt, E. B., EdD.	University of Florida (1950)
*Schnell, H. W., M.A.	University of Florida (1951)
*Stanley, D. K., M.Ed.	University of Florida (1937)
*Stevens, B. K., M.A.	University of Florida (1955)
*Waglow, I. F., M.Ed.	University of Florida (1955)

GEORGIA

*Cooper, G. F., Jr., M.A.	Emory University (1950)
McDonough, T. E., M. A	Emory University (1937) (1)
Miller, J. J., M.Ed.	Emory University (1951)
Seymour, E. W., M.Ed.	Emory University (1949)
*Smith, E. B., M.A.	University of Georgia (1947)

ILLINOIS

Bank, T. P., M.A.	The Athletic Institute, Chicago (1949)
*Berrafato, P. R., B.S.	University of Illinois, Navy Pier, Chicago (1948)
Beyer, E. F., M.S.	George Williams College (1949)
Boydston, Donald, EdD.	Southern Illinois University (1951)

ILLINOIS (Continued)

Brissman, L. C., M.Ed.	Augustanna College (1950)
Chrouser, H. C., M.A.	Wheaton College (1954)
*Cureton, T. K., PhD.	University of Illinois (1929)
Erickson, C. E., EdD.	Southern Illinois University (1954)
Fenstemacher, W. R., M.A.	George Williams College (1949)
*Florio, A. E., EdD.	University of Illinois (1948)
*Gedvilas, L. L., B.S.	University of Illinois (1948)
Hein, F. V., PhD.	American Medical Association (1948)
*Heusner, W. W., PhD.	Southern Illinois University (1955)
Hill, E. L., M.A.	Illinois State Normal University (1950)
*Hubbard, A. W., PhD.	University of Illinois (1954)
*Jackson, C. O., EdD.	University of Illinois (1948)
*Johnson, R. H., EdD.	University of Illinois (1948)
*Jones, J. O., M.S.	University of Illinois, Navy Pier, Chicago (1947)
*Kenney, H. E., M.S.	University of Illinois (1950)
Knapp, C. G., PhD.	University of Illinois (1954)
Kranz, L. G., B. PE.	Northwestern University (1930)
Kristufek, C. J., B.S.	University of Illinois, Navy Pier, Chicago (1951)
*LeBaw, N. L., M.S.	Northern Illinois State Teachers College (1954)
Lundeen, V. C., M.Ed.	Augustanna College (1950)
*Martin, G. A., M.A.	Southern Illinois University (1955)
Masley, J. W., EdD.	Eastern Illinois State College (1947)
Mastrapaolo, J. A.	University of Illinois (1954)
*Merrick, R. D., EdD.	Southern Illinois University (1953)
*Metcalf, T. N., M.A.	University of Chicago (1916) (1) (3)
*Miller, L. H., B.S.	University of Illinois (1948)
Moyle, W. F., B.S.	University of Chicago (1954)
*Pohndorf, R. N., M. PE.	University of Illinois (1955)
Shelton, R. E., B.S.	University of Illinois (1954)
*Shea, E. J., PhD.	Southern Illinois University (1947)
*Stafford, G. T., EdD.	University of Illinois (1939)
*Staley, S. C., PhD.	University of Illinois (1926) (1)
Steinhaus, A. H., PhD.	George Williams College (1930)
Trevor, D. S., M.S.	Knox College (1954)
Warner, A. P., PhD.	DePaul University (1954)

INDIANA

Beane, James, M.S., Dir. PE.	St. Joseph College (1950)
*Bookwalter, K. W. EdD.	Indiana University (1938)
*Boring, W. J., M.S.	Indiana University (1954)
*Cousins, G. F., Dir. PE.	Indiana University (1955)

INDIANA (Continued)

Cowell, C. C., PhD.	Purdue University (1947)
*Daugherty, J. B., PhD.	Indiana University (1952)
Erdmann, C. P., M.A.	DePauw University (1949)
Fallon, T. W., M.A.	Notre Dame University (1948)
Gingerich, R. L., M.A.	Goshen College (1950)
Handiford, G. W., Jr., M.PE.	Purdue University (1955)
Harvey, R. R., M.A.	DePauw University (1954)
*Korsgaard, Robert, EdD.	Ball State Teachers College (1953)
*McCall, R. A., PhD.	Ball State Teachers College (1954)
Morton, J. J., B.S.	DePauw University (1954)
*Napolitano, D. J., M.A.	Notre Dame University (1948)
Patty, W. W., PhD.	Indiana University (1949)
Scannel, J. A., EdD.	Notre Dame University (1938)
Struck, R. F., M.S.	Hanover College (1949)
*Wakefield, M. C., EdD.	Indiana University (1948)
Walker, G. L., B.S.	Butler University (1951)

IOWA

Alley, L. E., PhD.	University of Iowa (1954)
Heilman, C. L., EdD.	Drake University (1949)
*McCloy, C. H., PhD.	University of Iowa (1929) (2)
Peterson, C. T., M.S.	University of Dubuque (1938)
Schmidt, J. J., B.S.	Iowa State College (1954)
Schramm, Al, M.A.	Loras College (1949)
Sills, F. D., PhD.	University of Iowa (1953)
Truesdale, J. C., M.A.	Grinnell College (1949)

KANSAS

Adee, Don, PhD.	Ft. Hays Kansas State College (1947)
Evans, T. M., M.S.	Kansas State College (1951)
Henry, D. W., M.A.	University of Kansas (1954)
*Schnitzer, W. J., EdD.	Kansas State Teachers College (1954)
*Shenk, H. A., EdD.	University of Kansas (1947)

KENTUCKY

Hackensmith, C. W., M.A.	University of Kentucky (1938)
Heldman, J., Jr., M.A.	University of Louisville (1948)
*McCubbin, W. E., M.A.	University of Kentucky (1955)
Nanonowsky, John, M. PE.	Kentucky Wesleyan College (1954)
Reece, A. M., Jr., M.A.	University of Kentucky (1949)
*Seaton, D. C., EdD.	University of Kentucky (1948)

LOUISIANA

Adams, A. R., PhD.	Centenary College (1954)
Kistler, J. W., PhD.	Louisiana State University (1945)
Nesom, G. W., M.S.	Northwestern State College (1947)
Walden, H. E., M.S.	Louisiana College (1948)

MAINE

Loebs, G. F., M.A.	Colby College (1934)
Lux, L. H., EdD.	Bates College (1947)
Meylan, G. L., MD.	Columbia (Casco, Maine) (1903) (1) (2)
Sabasteanski, F. F., MEd.	Bowdoin College (1953)
Wallace, S. M., B.S.	University of Maine (1931)

MARYLAND

Brown, A. M., M.A.	Morgan State College (1955)
Cochran, C.R.P., M.A.	John Hopkins University (1954)
Fraley, L. M., PhD.	University of Maryland (1950
Humphreys, J. A., EdD.	University of Maryland (1952)
*Husman, F. F., EdD.	University of Maryland (1955)
*Johnson, W. R., EdD.	University of Maryland (1952)
*Massey, B. H., M.S.	University of Maryland (1950)
Turner, M. S., Jr., B.A.	John Hopkins University (1947)

MASSACHUSETTS

Afflect, G. B.	Springfield College (1948) (2)
Bullock, J. E., M.A.	Williams College (1935)
Campney, H. K., M.S.	Amherst College (1955)
Carpenter, P. R., B.A.	Worcester Polytechnic Institute (1912) (2)
Chaffee, C. C., M.A.	Williams College (1938)
Champlin, E. H., M.Pe.	Springfield College (1954)
Davis, J. F., EdD.	University of Massachusetts (1954)
Delehanty, R. J., B. Pe.	Dartmouth (1927) Camp Monomy, East Brewsterm Mass. (2)
Dunbar, H. F., Jr., EdD.	Amherst College (1949)
Gallagher, H. W., B.S.	Northeastern University (1953)
Harmon, J. M., EdD.	Boston University (1933)
Heller, I. J., M.A.	Brandeis University (1955)
*Lumley, A. E., M.A.	Amherst College (1947)
Marsh, A. W., M.Ed.	Amherst College (1921) (1)
Morgan, C. W., PhD.	Springfield College (1940)
*Palmer, L. R., M.Ed.	Tufts College (1948)
Richardson, E. E., M.A.	Amherst College (1951)
Rostas, S. M., M.Ed.	Amherst College (1947)
Shay, C. T., EdD.	Springfield College (1949)
Shea, C. T., EdD.	University of Massachusetts (1953)
Sparks, R. E., M.A.	Springfield College (1949)
Yeager, W. S., B.Pe.	Tufts College (1927) (2)

MICHIGAN

Antonacci, R. J., EdD.	Wayne University (1949)
Beeman, N. F., M.A.	Michigan State College (1949)
Ertell, N. H., M.A.	Wayne University (1955)
*Gary, M. J., M.A.	Western Michigan College (1946)
Finch, R. W., M.A.	Central Michigan College (1947)
Grambeau, R. J., M.A.	University of Michigan (1953)
Hedgecock, C. B., B.S.	Northern Michigan College of Educ. (1954)
*Hunsicker, P. A., PhD.	University of Michigan (1953)
Karas, Frank, M.A.	Ferris Institute (1953)
Lash, H. A., M.S.	Kalamazoo College (1949)
*Leibee, H. C., M.S.	University of Miohigan (1949)
McCristal, K. J., EdD.	Michigan State College (1949)
*Mitchell, E. D., PhD.	University of Michigan (1930) (1)
*Montoye, H. J., M.S.	Michigan State College (1949)
Olds, L. W., D. PH.	Michigan Normal (1951)
Standifer, J. W., M.Ed.	2155 S. State, Ann Arbor (1954)
Staton, W. M., EdD	Wayne University (1951)
Steen, Barney, M.A.	Calvin College (1953)
Webster, R. W., PhD.	Michigan State College (1941)
Young, R. N., B.S.	Michigan State College (1923) (2)

MINNESOTA

Christenson, I. A., M.Ed.	Concordia College (1947)
Donnelley, R. J., PhD.	University of Minnesota (1953)
*Keller, L. F., PhD.	University of Minnesota (1922) (1)
Fritz, H. G., M.A.	Bemidji State College (1950)
Mueller, C. E., M.A.	University of Minnesota (1954)
Osell, C. R., M.A.	University of Minnesota (1947)
Ostrander, M. E., M.Ed.	University of Minnesota (1947)
Piper, R. A., EdD.	University of Minnesota (1947)
Wells, W. M., M.Ed.	University of Minnesota (1948)

MISSISSIPPI

Hendrix, J. W., EdD.	University of Mississippi (1954)
McMurray, J. G., PhD.	University of Mississippi (1947)

MISSOURI

*Burrus, H. C., Jr., EdD.	Washington University (1948)
Hindman, D. A., PhD.	University of Missouri (1938)
Keller, J. O., M.A.	University of Missouri (1949)
Stankowski, A. J., M.A.	University of Missouri (1941)
Williams, R. H., M.A.	Park College (1951)

NEBRASKA

Addison, R. A., M.A.	Doane College (1953)
Brock, James, M.A.	University of Omaha (1954)
Geir, J. G., M.A.	University of Nebraska (1953)
Hamblet, R. W., M.S.	University of Nebraska (1951)
Miller, C. E., M.A.	University of Nebraska (1949)
Wear, C. C., PhD.	University of Nebraska (1953)

NEW HAMPSHIRE

*Evans, H. M., B.Pe.	Dartmouth College (1941)
Locke, E. A., MD.	Williams College, (Wilton, N.H.) (1937) (2)
Nordyke, Ted., M.Pe.	Tilton School (1952)

NEW JERSEY

Conroy, J. J., EdD.	Princeton University (1949)
DeFilippo, V. J., M.A.	Seton Hall College (1939)
Little, George, B.A.	Rutgers University (1921) (1) (2)
Metz, R. V., M.A.	Fairleigh-Dickson College (1955)
*Reed, J. J., M.A.	Princeton University (1950)
Rockafeller, J. H., B.S.	Rutgers University (1932)
Tauber, A. D., M.A.	Yeshiva University (1955)
Twitchell, A. W., M.Ed.	Rutgers University (1953)
Volz, R. J., B.S.	Princeton University (1950)
Zweidinger, W. E., M.A.	New Jersey State Teachers College (1951)

NEW MEXICO

Settle, Caskey, EdD.	New Mexico Highlands University (1934)

NEW YORK

Abraham, J. N., M.S.	Hobart College (1955)
*Adams, L. C., EdD.	Columbia University (1937) (3)
Alexander, L. A., M.A.	University of Rochester (1931)
Alitz, L. A., B.A.	U. S. Military Academy (1955)
Allen, R. L., Dir. Ph.	State University Teachers College, Cortland (1955)
Baker, Charles, M.A.	Pleasantville Cottage School (1954)
Baley, J. A., PhD.	State University Teachers College, Cortland (1955)
Ba;quist, J. W., M.A.	Columbia University (1947)
Begelman, J. D., PhD.	Hunter College (1951)
Bellows, H. A., M.A.	Columbia University (1953)
Brownell, C. L., PhD.	Teachers College, Columbia University (1920)

NEW YORK (Continued)

Bruce, R. M., M.Ed.	U. S. Military Academy (1949)
*Bucher, Charles, EdD.	New York University (1954)
Campbell, D. A., M.S.	State University of New York, Oswego (1955)
Campbell, L. D., EdD.	State University Teachers College, New Platz (1954)
Campbell, W., M.Ed.	University of Rochester (1927) (2)
Carolan, P. J., EdD.	Cortland State Teachers College (1953)
Cukierski, A. J., M.A.	University of Buffalo (1950)
DeKoff, Irving, M.A.	Colubmia University (1955)
Economos, J. J., M.Ed.	Brooklyn College (1948)
Elliott, E. S., MD.	Columbia University (1931) (2)
Fall, C. R., EdD.	University of Buffalo (1948)
Feber, F., EdD.	University of Buffalo (1948)
Feld, A. A., Prof. Dip.	Queens College (1955)
Fleishcher, M. M., M.A.	Hunter College (1953)
Foglia, G. F., M.A.	Queens College (1954)
Foley, J. F., M.A.	New York University (1955)
Garcia, Joseph, B.S.	N. Y. State College for Teachers (Albany) (1954)
Graham, Paul, M.A.	Rensselaer Polytechnic Institute (1955)
Gray, John, M.A.	Long Island University (1955)
Hansen, Canute, D.D.S.	City College of New York (1925) (2)
Hathway, M. W., M.S.	N.Y. State College for Teachers (Albany) (1955)
Hollinger, J. C., M.A.	Cooper Union (1954)
Howard, G. W., PhD.	Queens College (1930) (1) (3)
Kirkpatrick, T. B., M.A.	Columbia University (1931) (2)
Kress, J. B., M.A.	U. S. Military Academy (1955)
Kroeten, H. J., MEd.	U. S. Military Academy (1952)
Larsen, L. A. PhD.	New York University (1943)
Lawrence, D. J., M.A.	Colgate University (1953)
Madden, J. E., EdD.	Brooklyn College (1948)
McCoy, A. H., B.A.	Columbia University (1955)
Mendelis, J. J., EdD.	City College of New York (1955)
Meinhold, A. H., MEd.	Polytechnic Institute, Brooklyn (1955)
Moffett, D. C., PhD.	Cortland State Teachers College (1930) Mil. L
Oleson, F. A., PhD.	Brooklyn College (1936)
Paplone, J. M., B.S.	U. S. Military Academy (1955)
Peelle, J. E., MPE.	University of Buffalo
Pigariello, S. P., M.A.	Long Island University (1955)
Polansky, D. L., M.A.	City College of New York (1953)
Prettyman, A. I., BPE.	Sampson College (1917) (2)
*Rogers, M. H., EDD.	Brockport State Teachers College (1945)
Salmons, Robert, EdD.	Queens College (1954)

NEW YORK (Continued)

Santora, J. D., M.A.	Hunter College (1953)
Scott, C. D., M.S.	Columbia University (1955)
Scott, H. A., PhD.	Teachers College, Columbia University (1922) (1) (2)
Sebastian, C. I., B.S.	Hunter College (1955)
*Shaw, J. H., EdD.	Syracuse University (1940)
Sich, J. S., M.A.	Manhattan College (1953)
Smith, J. A., M.A.	Hofstra College (1952)
Spitz, G. B., Jr., EdD.	Queens College (1947)
Variello, S. F., M.A.	New York University (1955)
Walke, N. S., PhD.	Brooklyn College (1938)
Watt, T., Jr., B.S.	Long Island A & T Institute (1948)
Webber, M. A., M.A.	Hamilton College (1929)
*Werner, A. C., M.A.	U. S. Military Academy (1948)
Young, C.V.P., B.A.	Cornell University (1904) (1) (3)
Zuaro, A. C., M.A.	New York University (1955)

NORTH CAROLINA

Allen, E. M., Jr., M.A.	University of North Carolina (1947)
Barrow, H. M., EdD.	Wake Forest College (1949)
Cornwell, O. K., EdD.	University of North Carolina (1931) (1)
DeGroat, E. B., M.A.	North Carolina State College (1955)
*Derr, P. H., M.A.	North Carolina State College (1946)
Fetzer, R. A., M.A.	University of North Carolina (1924) (2)
Hopson, R. W., PhD.	North Carolina College (1952)
House, H. C., Jr., M.A.	University of North Carolina (1952)
*Jamerson, R. E., EdD.	University of North Carolina (1935)
Long, J. W., PhD.	Wake Forest College (1947)
*Miller, J. O., PhD.	East Carolina College (1955)
Rabb, W. W., M.A.	University of North Carolina (1949)
*Scott, Tom, EdD.	Davidson College (1954)
Shepard, G. E., EdD.	University of North Carolina (1938)
Siewert, F. T., M.A.	Western Carolina College (1950)
Townes, T. E., EdD.	North Carolina College (1950)
Walker, L. T., M.A.	North Carolina College (1955)

NORTH DAKOTA

Marti, L. R., MEd.	University of North Dakota (1947)

OHIO

Altman, G. J., MEd.	Kent State University (1935)
Ashbrook, W. P., PhD.	Ohio State University (1929)
Ballenger, F., M.A.	Kent State University (1949)

OHIO (Continued)

Bennett, B. L., PhD.	Ohio State University (1948)
Bibler, R. E., M.A.	Oberlin College (1949)
Butler, L. K., PhD.	Oberlin College (1930)
Chestnutt, K. G., M.A.	Kent State University (1952)
Cooper, S. L., M.A.	Bowling Green State University (1952)
*Daniels, A. S., EdD.	Ohio State University (1941)
*Fischer, J. A., Jr., M.A.	Kent State University (1951)
*Fraleigh, W. P., PhD.	Ohio State University (1955)
Gauthier, G. E., B.S.	Ohio Wesleyan University (1924) (2)
Gordon, J. A., M.A.	Miami University (1951)
Gordon, R. D., M.A.	Ohio Wesleyan University (1954)
Greene, N. N., MEd.	Central State College (1948)
Greeg, W. H., M.A.	Miami University (1948)
*Grice, J. W., M.A.	Oberlin College (1955)
Hess, L. A., EdD.	Ohio State University (1950)
Hixon, C. A., M.A.	Ohio State University (1952)
Hoover, W. R., B.S.	Kent State University (1947)
Jenkins, Sidney, M.A.	Denison University (1949)
*Keefe, R. J., EdD.	Bowling Green State University (1952)
Knuttgen, H. C., M.S.	Ohio State University (1953)
Kotis, R. J., MEd.	Kent State University (1955)
Kovacic, C. R., M.A.	Ohio State University (1948)
Kretchmar, R. T., EdD.	Oberlin College (1947)
Landis, P. E., M.A.	State Department of Education, Ohio (1942)
Leech, R. P., B.A.	Ohio Wesleyan University (1955)
Livingston, W. J., B.S.	Denison University (1921) (1) (2)
Mileham, M. C., M.A.	University of Cincinnati (1938)
*Moore, V. M., M.A.	Kent State University (1949)
Morrison, W. R., ScD.	Oberlin College (1918) (2)
Nessley, C. T., MEd.	Ohio University (1950)
Nichols, J. H., MD.	Oberlin College (1916) (1) (2)
Oberteuffer, D., PhD.	Ohio State University (1935) (1)
*Rafeld, J. W., M.A.	Mt. Union College (1955)
Resick, M. C., M.A.	Kent State University (1955)
*Rhoads, A. H., M.A.	Ohio University (1951)
Rider, G. L., B.A.	Miami University (1920)
Savage, C. W., M.A.	Oberlin College (1909) (1) (2) (3)
Stevenson, C., B.S.	Oberlin College (1954)
Strimer, R. M., M.S.	Ohio Wesleyan University (1955)
*Yard, R. N., M.S.	Denison University (1955)

OKLAHOMA

*Byrom, J. A., EdD.	Oklahoma A & M College (1954)
Harrison, A. B., B.S.	Oklahoma A & M College (1953)
*Keen, P. V., M.S.	University of Oklahoma (1950)

OKLAHOMA (Continued)

Kevin, J. J., M.A.	Oklahoma A & M College (1941)
Lander, Robert, Jr., MPE.	Northeastern State College (1955)
Metheny, L. A., M.S.	Oklahoma City University (1955)
Record, J. N., M.A.	Phillips University (1955)

OREGON

Bochardt, J. W., B.S.	University of Oregon (1954)
Clarke, H. H., EdD.	University of Oregon (1932)
Coleman, R. O., EdD.	Oregon State College (1954)
Esslinger, A. A., PhD.	University of Oregon (1947)
Haar, F. B., PhD.	University of Oregon (1953)
Hammer, W. M., MEd.	University of Oregon (1951)
Kiski, W. A., M.S.	Oregon State College (1953)
Langton, C.V.N., EdD.	Oregon State College (1939)
Peterson, H. E., M.S.	Oregon State College (1953)
Raabe, H. W., M.S.	Oregon State College (1949)
Sigerseth, P. O., EdD.	University of Oregon (1948)
Sparks, L. J., M.A.	Willamette University (1950)
Sprague, Vernon, M.A.	University of Oregon (1952)

PENNSYLVANIA

Barr, J. S., M.A.	Franklin and Marshall College (1954)
Bartlett, F. C., Dip.	Lehigh University (1940)
Bilheimer, C. E., M.A.	Gettysburg College (1929) (2)
Bischoff, E. D., M.A.	Penn State University (1952)
Black, W. D., EdD.	State Teachers College, Lockhaven (1955)
*Blum, S. J., MEd.	Bucknell University (1947)
Conrad, D. L., MEd.	Temple University (1952)
Corbin, H. D., PhD.	State Teachers College, Lockhaven (1948)
Docherty, William, B.S.	Haverford College (1947)
Fogg, S. P., MEd.	Penn State University (1953)
Gardner, R. N., MEd.	Lincoln University (1948)
Glascott, J. A., M.S.	University of Pennsylvania (1952)
Gray, A. R., B.S.	Penn State University (1954)
Gross, E. A., M.S.	Penn State University (1950)
Hughes, W. L., PhD.	Temple University (1925)
Jenny, J. H., MEd.	Temple University (1950)
*Jones, L. M., PhD.	Penn State University (1930) (1)
*Lawther, J. D., M.A.	Penn State University (1951)
Luehring, F. W., PhD.	University of Pennsylvania (1912) (1) (2)
Mercer, E. L., MD., ScD.	133 Ogden, Swarthmore, Pa. (1920) (1) (2)
*Meredith, W. F., PhD.	University of Pennsylvania (1941) (1)
Oermann, K. C. H., PhD.	University of Pittsburgh (1946)
*Olson, Carl, B.S.	University of Pittsburgh (1946)

PENNSYLVANIA (Continued)

Rivero, M., M.A.	Lincoln University (1948)
*Runquist, K. C., EdD.	Temple University (1954)
Schott, C. P., PhD.	Penn State University (1929) (1) (2)
See, D. A., MEd.	Carnegie Institute of Technology (1949)
Stagg, A. A., Sr., M.A.	Susquehanna University (1900) (1) (2)
Stagg, A. A., Jr., M.A.	Susquehanna University (1941)
Stetson, W. J., M.A.	Swarthmore College (1951)
Sturzebecker, R. L., EdD.	Westchester State Teachers College (1955)
Thiel, G. N., MEd.	Penn State University (1952)
Way, H. P., MEd.	Allegheny College (1939)
Winters, A. E., M.A.	Lafayette College (1926)

RHODE ISLAND

*Cieurzo, P. F., Jr., M.A.	Rhode Island University (1939)
Hefferman, J. M., MEd.	Brown University (1952)
Swain, L. E., M.A.	Brown University (1926) (2)

SOUTH CAROLINA

Cooper, J. R. R., M.A.	Clemson College (1954)
*Fourier, A. E., M.A.	University of South Carolina (1951)
*Grugan, J. D., B.A.	University of South Carolina (1949)
scheerer, W. W., M.A.	Wofford College (1948)
Silox, W. A., B.S.	College of Charleston (1950)

SOUTH DAKOTA

Goodell, H. B., M.S.	South Dakota School of Mines and Tech (1940)

TENNESSEE

*Brady, G. F., PhD.	University of Tennessee (1955)
Crocker, J. D., M.A.	East Tennessee State College (1955)
*Davis, Jennings, Jr., EdD.	David Lipscomb College (1955)
*Eblen, R. H., M.S.	Tennessee Tech (1951)
Hobt, A. W., M.S.	University of Tennessee (1928)
Hyden, J. P.	Vanderbilt University (1949) In Service
Johnson, K. P., MEd.	Maryville College (1949)
Overall, P. V., M.S.	Tennessee Polytechnic Institute (1947)
Patty, E. K., PhD.	Middle Tennessee State College (1947)
*Roberts, L. T., M.S.	East Tennessee State College (1955)
*Sudduth, S. B., PhD.	George Peabody College (1951)

TEXAS

Alderson, C. J., EdD.	University of Texas (1950)
Barlow, T. E., B.A.	University of Texas (1953)
Barr, A. R., M.A.	Southern Methodist University (1948)
Bearden, F. W., EdD.	The Rice Institute (1953)
Berridge, H. L., EdD.	165 Bryn Mawr, San Antonio (1947)
Brace, D. K., PhD.	University of Texas (1924)
Brinley, E. D., EdD.	Texas College of Arts and Industries (1943)
Brown, H. S., EdD.	Southern Methodist University (1947)
Hermance, G. L., M.A.	The Rice Institute (1931)
*Kireilis, R. W., Dir.PE.	Texas Tech (1953)
Landiss, C. W., EdD.	Texas A & M College (1948)
McGraw, L. W., EdD.	University of Texas (1954)
Messersmith, L. L., EdD.	Southern Methodist University (1932)
*Mitchem, J. C., PhD.	Prairie View A & M College (1955)
*Segrest, H. B., M.S.	Texas A & M College (1952)
*Weston, Arthur, EdD.	The Rice Institute (1952)
Whitaker, B. M., B.A.	University of Texas (1948)

UTAH

Hart, C. J., EdD.	Brigham Young University (1942)
*Nash, J. B., PhD.	Brigham Young University (1927) (2)
Pease, J. M., EdD.	Utah State (1954)

VERMONT

Kelly, J. J., M.A.	Middlebury College (1947)
Post, A. T.	University of Vermont (1936)
Strassburg, N. K., MEd.	University of Vermont (1955)
Taddonio, D. A., MEd.	Castleton State Teachers College (1955)

VIRGINIA

Dyck, P. B., M.A.	Virginia Tech (1946)
Heidloff, R. C., MPE.	University of Virginia (1934)
Humbert, R. E., EdD.	Richmond University (1955)
*Lord, N. F., B.S.	Washington and Lee University (1949)
*Ludwig, L. T., MEd.	University of Virginia (1929)
Neilson, H. N., MEd.	Hampton Institute (1953)

WEST VIRGINIA

*Duncan, R. O., EdD.	University of West Virginia (1952)
Fuoss, D. E., M.A.	Sheperd College (1948)
Holter, F. J., Jr., PhD.	University of West Virginia (1932) (1)
Mackey, R. T., M.A.	Sheperd College (1949)

WASHINGTON

Bohler, J. F., B.S.	State College of Washington (1928) (2)
Brumbach, W. F., M.S.	University of Washington (1953)
Cisek, R. A., B.S.	Westerm Washington College of Education (1954)
Cutler, R. K., M.S.	University of Washington (1955)
House, H. H., PhD.	Box 203, Asotin, Washington (1932) (2)
Palmer, C. L., EdD.	University of Washington (1952)

WISCONSIN

Denney, A. C., M.A.	Lawrence College (1935)
*Francis, R. J., PhD.	University of Wisconsin (1953)
Mansfield, A. M., M.A.	University of Wisconsin (1953)
Masley, A. L., B.A.	University of Wisconsin (1945)
Rarick, G. L., PhD.	University of Wisconsin (1951)
Rippe, Russell, M.A.	University of Wisconsin (1953)
Wolfe, J. G., PhD.	University of Wisconsin (1950)

HAWAII

Brown, H. E., PhD.	University of Hawaii (1947)
Gustuson, D. I., EdD.	University of Hawaii (1949)
Saake, A. C., EdD.	University of Hawaii (1955)

CANADA

Ashton, N. J., B.S.	McGill University (1954)
Blackstock, C. R., B.S.	Pickering College (1948)
Flynn, M. S. S., B.S.	Sir George Williams College (1955)
Griffiths, M. G., M.A.	Universit of Toronto (1952)
*Lamb, A. S., MD.	Box 55, Ste. Ann DeBellevue, Quebec (1919)
Leicester, J. B., MEd.	University of Saskatchowan (1955)
McCutcheon, J. E.	University of Toronto (1949)
Mitchell, W. F., B.S.	Ontario Agricultural College (1948)
Osborne, R. F., BEd.	University of British Columbia (1948)
*Ryan, H. R., BPE.	McGill University (1950)
Smith, W. D., M.A.	University of Alberta (1949)
Stevens, W. A., M.S.	University of Toronto (1949)
Thomas, Paul, M.S.	University of Saskatchewan (1955)
Yuhaz, M. S., M.S.	University of Western Ontario (1955)
*Zeigler, E. F., PhD.	University of Western Ontario (1950)

PUERTO RICO

*Furman, D. C., EdD.	University of Puerto Rico (1948)
Mangual, R. A., B.S.	A & M College, Mayaguez, Puerto Rico (1951)
Sambolin, L. F., M.S.	Polytechnic Institute of Puerto Rico (1954)
Torregrosa, F. M., M.S.	University of Puerto Rico (1948)

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